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A 5-year project which focuses upon the processes necessary for initiation and implementation of a cross-cultural nursery school is at its midpoint in operation, with project nurseries having been established and presently operating in the San Francisco area. The family dwellings from which children are drawn consist of approximately equally divided middle-income cooperatively owned housing development units, public housing units, and individual dwellings. The racial composition of the initial child sample enrolled in the three nursery schools included 41 Negro children, 15 Caucasian children, three Oriental children, and six children identified by race as "mixed." Assessment of the total project is being made by identifying behavioral changes, in the children, of factors related to mental health; in the families of the children, of factors related to mental health; and in family utilization of community resources. (EV)

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NURSERIES IN CROSS-CULTURAL EDUCATION

(MH 14782)

Progress Report

San Francisco State College
San Francisco, California

JUNE 1968

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PREFACE

The Nursery School in Preventive Mental Health, a five-year project funded by the National Institute of Mental Health and which is known locally as Nurseries in Cross-Cultural Education (NICE) is just past its mid-way point in operation. This progress report is an attempt to organize the most important procedures used to date and to set for the staff the general directions for the remainder of the project.

Since NICE is primarily concerned with the processes required to initiate and implement a cross-cultural nursery school that has as its function the enhancement of mental health of the participants, no results are included in this report. These will be reported at a later date.

NICE is a double-pronged project. Staff energies and project funds are committed to parent involvement and change as wholeheartedly as they are to the program evolved for child behavioral change. Parent and child life are seen as interactive in all phases of the project. The work involved in undertaking such a holistic approach with 61 families and a small staff is unbelievably immense. The teachers have been expected to assume diversified roles not usually associated with teaching. In this area alone the NICE project has accumulated an unusually rich body of data that will be useful as schools accept more responsibility for the well-being of children and their families. The willingness of NICE teachers to learn new roles, their dedication to the families enrolled in their schools, and their continuing search for ways to challenge, to release, and to support account for much of the feeling that members of the NICE staff express when they say: "NICE has become a way of life."

Our gratitude and appreciation go to our funding agency, National Institute of Mental Health; to the community organizations that house us: San Francisco YMCA; San Francisco Housing Authority, and Christ United Presbyterian Church. To the members of their staffs who have spent many hours advising, helping, and encouraging members of NICE, heart-felt appreciation is extended. Finally we wish to express appreciation to our colleagues and administrators at San Francisco State College and the Frederick Burk Foundation who take on our burdens so that NICE may exist.

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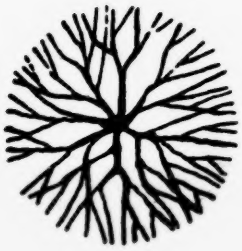

Chapter I:
THE SAMPLE

Nurseries in Cross-Cultural Education (NICE) is the name given to the program supported by the National Institute of Mental Health wherein sixty families have been identified in the Western Addition of San Francisco for the purpose of studying the effects of a cross-cultural nursery school upon family life styles and upon the mental health of the participants.

The families cut across social, economic, and racial lines and represent intact as well as single parent families, families dwelling in Public Housing as well as those who own their own apartments in a cooperative apartment development. Thus a wide range of family life styles are represented in the sample.

Mental health for the participating children is defined as the degree of trust, autonomy, initiative, social competency and language developed by the children. For the participating adults mental health is defined as including: social competency, adaptability, and intergroup acceptance.

Selection Procedures

The selected sample meets the following criteria:

1. Approximately one-third are middle-income families dwelling in St. Francis Square, a four-year-old middle-income cooperatively owned housing development.

2. Approximately one-third are living in Public Housing.

3. Approximately one-third are living in individual dwellings in the area or having close ties to the area. These are designated as "Random" dwellers.

4. Each family has a child whose birthday fell between April 1964 and October 1964.

The sample was selected by utilizing these procedures:

1. After the sites of the three nurseries were determined in the early spring of 1966, a door-to-door survey was made of approximately a six-block area surrounding each site. This was considered to be a reasonable walking distance. The survey was made by a Head Start trainee who lives in Public Housing and who was seen by the residents of the area as being "one of us." The purpose of the survey was to identify the families in the area who had a child whose age qualified him for entrance into the school. The narrow age-range was used in order to be able to keep the children in the nursery school program for three years. The age-range limited enormously the number of available families from whom a selection could be made.

   The individual making the survey was given a card which requested certain minimum information from the person who opened the door; i.e., name; address; telephone number; number, age, and sex of children; mother's and father's name and occupation, and length of residency at present address. The purpose of the survey was explained briefly and if the individual had a child the right age and expressed interest in the project, she was informed she would hear from the project director.

Approximately eighty blocks of the Western Addition was surveyed in this manner. Four large public housing units are within the area. They were all canvassed door-to-door. One middle-income housing development was canvassed.

In this manner many, many families who did not have children who qualified learned about the project. This first-hand knowledge and understanding of the purposes of the nursery schools have been significant assets as the climate of the area has become increasingly "separatist" in tone.

During the process of walking the streets many people heard about the project and called the director to learn about their eligibility. Only three individuals who were contacted and who had children the right age were not interested in hearing more about the project.

The door-to-door survey identified about a hundred families who met the established criteria.

2. The second procedure utilized was to obtain a list of St. Francis Square families who had two-year-old children. (This is the middle-income cooperative apartment segment of the sample.) These families who numbered about thirty were sent a letter explaining the purposes of the nursery schools and inviting their interest.

3. A series of meetings was scheduled for St. Francis Square respondents and for the ones found by the survey. The St. Francis Square parents came to the meetings that were scheduled and eventually all of the parents who actually qualified from the Square were admitted.

4. Most of the individuals identified by the door-to-door survey did not "show" for the meetings that were held. The next procedure was to ask the surveyor to call each family or return (if they had no telephone) and arrange a time when she could bring the project director to come to the home to discuss the project more fully. This was done and in each case, after discussing the purpose of the project, an application for admission was left, the need for a physical examination for the child and mother was explained, and the family was told there would need to be a tape recorded interview.

5. As soon as applications were received, families were mailed the

necessary forms for the physical examinations and appointments were made for interviews.

The procedures for selecting the sample were arduous. The surveyor often had to make several calls before finding someone at home. Appointments were sometimes forgotten. Telephones were frequently "temporarily out-of-service." The selection procedures for the approximately forty families outside St. Francis Square took the major time of the project director, the surveyor, and one research associate for ten weeks.

Originally the decision was to schedule interviews only after the physical examinations had been completed. These were so slow in "coming in" that interviews had to be scheduled assuming that the intent was to enter the school. In a majority of the cases this proved to be a valid assumption.

Description of the Sample

The canvassing procedures yielded 100 families who had children of the appropriate age. Following is a listing of the results of the canvassing and enrollment process:

- 100 families contacted who had appropriate age children
- 98 families express initial interest in the nursery school program
- 22 families who expressed interest but did not apply
- 15 families applied, were interviewed, but did not enroll their child
- 61 families were enrolled in the nursery schools.

The primary consideration in selecting the initial families for inclusion in the study was to assure that in each school there was equal representation of the three cultural milieux represented by the type of residence, i.e., the predominantly low-income community, the low-cost Public Housing community, and the cooperatively-owned middle-income community. For ease of presentation in this chapter, these communities shall be referred to as Random Housing, Public Housing, and St. Francis Square, respectively. Care was also taken to insure an equal selection of male and female children. Due to the racial composition of the area in which the nursery schools were located, it was impossible to obtain equal ratios of children according to race, the area being predominantly Negro and having few Orientals.

In the assignment of families to the three schools, careful consideration was given to four factors:

1. distance of the home from the school site;
2. the type of residence of the family;

3. the sex of the child;
4. the race of the child.

Although the design of the project called for sixty initial enrollees in the three nursery schools, the initial selection and assignment totalled sixty-five enrollees. The additional five enrollees were obtained to provide some "cusion" for anticipated attrition in the group over the three-year period.

Child Characteristics

The composition of the initial sample and its distribution among the three nursery schools are presented in Table 1.

TABLE 1

Composition of the initial child sample and its distribution among the three NICE Nursery Schools

	YMCA	CHURCH	WSC	TOTAL
N	21	22	22	65
	8	12	12	32
	13	10	10	33
	13	12	16	41
ian	5	6	4	15
al	0	3	0	3
	3	1	2	6
ace				
Housing	7	7	9	23
ancis Square	8	7	6	21
Housing	6	8	7	21

ful selection, a near perfect composition ratio was obtained
of the three schools on the variables of sex and type of
ce, as shown in Table 1. Race composition paralleled that of
munity.

onological ages of the children selected for the study all
thin the range of 26 to 30 months of age at the time of

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entrance into the nursery schools. The major criterion variable used in the selection of the initial enrollees of the nursery schools was the type of residence of the families. Further presentations of data in this section will be in terms of the three types of residences represented in the study. Table 2 presents the mean chronological ages of the children for each type of residence and for the total group.

TABLE 2

Mean chronological ages (in months) of initial enrollees for each of the three types of residences

	PUBLIC HOUSING	ST. FRANCIS SQ.	RANDOM	TOTAL
N	23	21	21	65
Mean	27.6	28.9	26.1	27.6

For further descriptive data on the initial group of children, the reader is referred to Chapter VIII, entitled "Research Procedures," where initial status scores are presented for the formal instruments used in this study.

Family Characteristics

Because two pairs of twins were enrolled in the nursery schools, and because two of the children belonged to teachers in the schools who were not considered as enrolled families, the effective number of initial families in the study was 61.

The employment status of each family in the study was obtained by determining the occupational level of the major wage earner and classifying it according to one of the four categories presented below:

Category A	Unemployed and welfare recipients
Category B	Unskilled and semi-skilled (building helpers, janitors, farm laborers, untrained aides, clerks)
Category C	Skilled and semi-professional (craftsmen, technicians, salesmen, accountants, office managers)
Category D	Professional and executive (lawyers, physicians, teachers, engineers, ministers, business executives).

The distribution of the employment status of the families for each type of residence is presented in Table 3.

TABLE 3

Distribution of employment status of families by type of residence

	PUBLIC HOUSING	ST. FRANCIS SQUARE	RANDOM	TOTAL
N	21	20	20	61
Category A	9	0	3	12
Category B	9	1	7	17
Category C	3	11	6	20
Category D	0	8	4	12

The composition of the initial families in the study is presented in Tables 4 and 5. Table 4 presents the number of adults in the home. Table 5 presents the number of children in each family.

TABLE 4

Number of adults in home by type of residence

	PUBLIC HOUSING	ST. FRANCIS SQUARE	RANDOM	TOTAL
Adults				
One-parent families	12	2	3	17
Intact families	8	17	15	40
Intact but extended families	1	1	2	4

TABLE 5

Number of families by number of children
(including Nursery School children)
by type of residence

	PUBLIC HOUSING	ST. FRANCIS SQUARE	RANDOM	TOTAL
No. of children				
1 in family	2	4	4	10
2 in family	10	10	7	27
3 in family	4	3	6	13
4 or more in family	5	3	3	11
Total	62	40	60	162

The project, as emphasized earlier in this report, is focused on the entire family unit, rather than solely on the nursery school children and their parents. The project, in various ways, is focused on the direct intervention into the lives of 273 individuals, as is indicated in Table 6.

TABLE 6

Number of individuals included in the
initial sample of the NICE project

	NUMBER
Public Housing	93
St. Francis Square	79
Random Housing	101
Total	273

Attrition

At the inception of the nursery school operation in the project in September 1966, there were 65 children and 61 families enrolled in the three nursery schools. As of March 31, 1968, one month beyond the half-way point of the project, there had been ten of the initial children sample dropped from the roster. This resulted in the dropping of ten families from the project. The attrition of children during the first half of the project was fifteen percent. The attrition of families for the same period was sixteen percent.

Nine additional families have been enrolled as initial families withdrew. Two of these additional enrollees subsequently withdrew. In keeping with the "total family" concept, younger siblings of the enrollees were enrolled in the nursery schools as they reached two years of age. The complete listing of the changes in child and family membership over the one and one-half year period is presented in Table 7.

TABLE 7

Membership changes in children and families enrolled in NICE Schools from September 1966 through March 1968

	PUBLIC HOUSING	ST. FRANCIS SQUARE	RANDOM	TOTAL
Children				
Original membership	23	21	21	65
Original membership dropped	4	3	3	10
Percent attrition	17%	14%	14%	15%
New children added	1	6	2	9
New children dropped	0	2	0	2
Siblings added	10	2	5	17
Siblings dropped	2	0	0	2
Current Child Membership	28	24	25	77
Families				
Original membership	21	20	20	61
Original membership dropped	4	3	3	10
Percent attrition	16%	15%	15%	16%
New families added	1	6	2	9
New families dropped	0	2	0	2
Current Family Membership	18	21	19	58

Families Who Left the Project

Of the ten original families and two "new" families who have discontinued membership, ten families moved away from the area, one decided that the distance from their home to the nursery school was too great, and one was dissatisfied with the lack of formal academic focus in the nursery school program.

Mobility Patterns of the Families

In the initial group of 61 families the following household moves have been made during the first one and one-half years of the nursery school operation:

Public Housing Residents

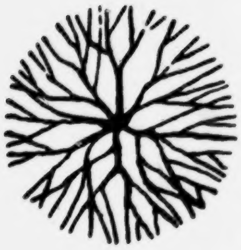
21 initial membership.
6 moved to Random Housing.
1 moved to Random, then back to Public Housing, then changed apartments within the Public Housing unit.
4 moved from the area and discontinued enrollment.

St. Francis Square Residents

20 initial membership.
1 moved from Square to Random Housing.
1 changed apartments within the Square.
3 moved from the area and discontinued enrollment.

Random Housing Residents

20 initial membership.
3 moved to different Random Housing residences.
2 moved to different apartments within same Random Housing residence.
1 moved twice within the Random Housing area.
1 moved to Random Housing within the area, then moved to private dwelling outside of the area. Maintains membership in the school.
1 moved to Public Housing, then moved back to different Random Housing residence.
3 moved from the area and discontinued enrollment.



Chapter II:
FACILITIES

One of the most difficult tasks of the planning year was locating and renovating sites for the three nursery schools. Three major factors made site selection most difficult.

The Planning Year coincided with the first year of the "War on Poverty," 1965. In San Francisco the local Economic Opportunity Council decided to spend a major portion of the poverty funds on community organization. The Western Addition was divided into organizational units and intense organizational activity was prevalent.

A continuous power struggle between indigenous leadership and "City Hall" and between varying factions of the indigenous leadership characterized the year's activities.

For example, the project directors were invited to the Western Addition Economic Opportunity Council to present NICE. That particular evening the meeting was being picketed by a dissident neighborhood group. The Council excused itself after the meeting was called to order and retired upstairs leaving about a hundred people to mill around for two hours while the members decided whether to "fire" the Executive Secretary.

The quality of the struggle that was going on impinged upon the selection of sites in that it was difficult to know who had the authority to make decisions relative to granting of space. Furthermore, the nurseries needed the support of the indigenous leadership. Since that leadership changed from week to week, decisions were delayed.

The second factor that impinged upon site selection was that San Francisco is a compact city with little unused space. The health and safety standards established for licensing nursery schools limit the type of structures that may be used. The area under consideration was studied for available space. Churches, community centers, recreation areas, Public Housing, and parks were examined and appropriate individuals were interviewed to solicit cooperation. One of the concomitant outcomes of the process of site selection was informing the power structure of the project, its goals and needs. During this process the project was discussed with the Housing Authority, the YMCA Executive Director, the YWCA Executive Director, the School Committee on Public Education, the San Francisco Unified School District, the League of Women Voters, Council for Civic Unity, Family Service Agency, the Redevelopment Agency, and the ministers of the churches in the area.

The third factor that affected site selection was redevelopment activity in the area. The Western Addition had just completed Phase One of redevelopment. Residents were resentful and angry about the apparent pushing out of the poor as slum clearance was replaced with luxury high-rise apartments and middle-income dwellings. Phase Two was scheduled to begin just as the repeal of the Rumford Act (a California law guaranteeing open housing) was bringing into question the legality of continued use of Federal funds. Redevelopment activity was stalemated, but community unrest and hostility were rapidly mobilizing and becoming organized into an active voice against Redevelopment Plans. An organization representing many interests in the community known as the Western Addition Community Organization (WACO) has in the last three years become a powerful voice speaking for the interests of keeping the Western Addition for the poor and for the Negroes who are the major ethnic group inhabiting the area. The turbulence associated with the Redevelopment Agency prevented the feasibility of using facilities that might have been available from this source.

The hope of finding or developing facilities that would lend themselves to becoming a model of indoor and outdoor space for young children and a model of a family center had to be modified as the realities of political unrest, lack of space, and redevelopment uncertainty came into play.

The criteria for selecting the sites were:

1. To locate the three nurseries close enough so that interaction could exist among them.

2. To locate the nurseries in a politically active part of the Western Addition.

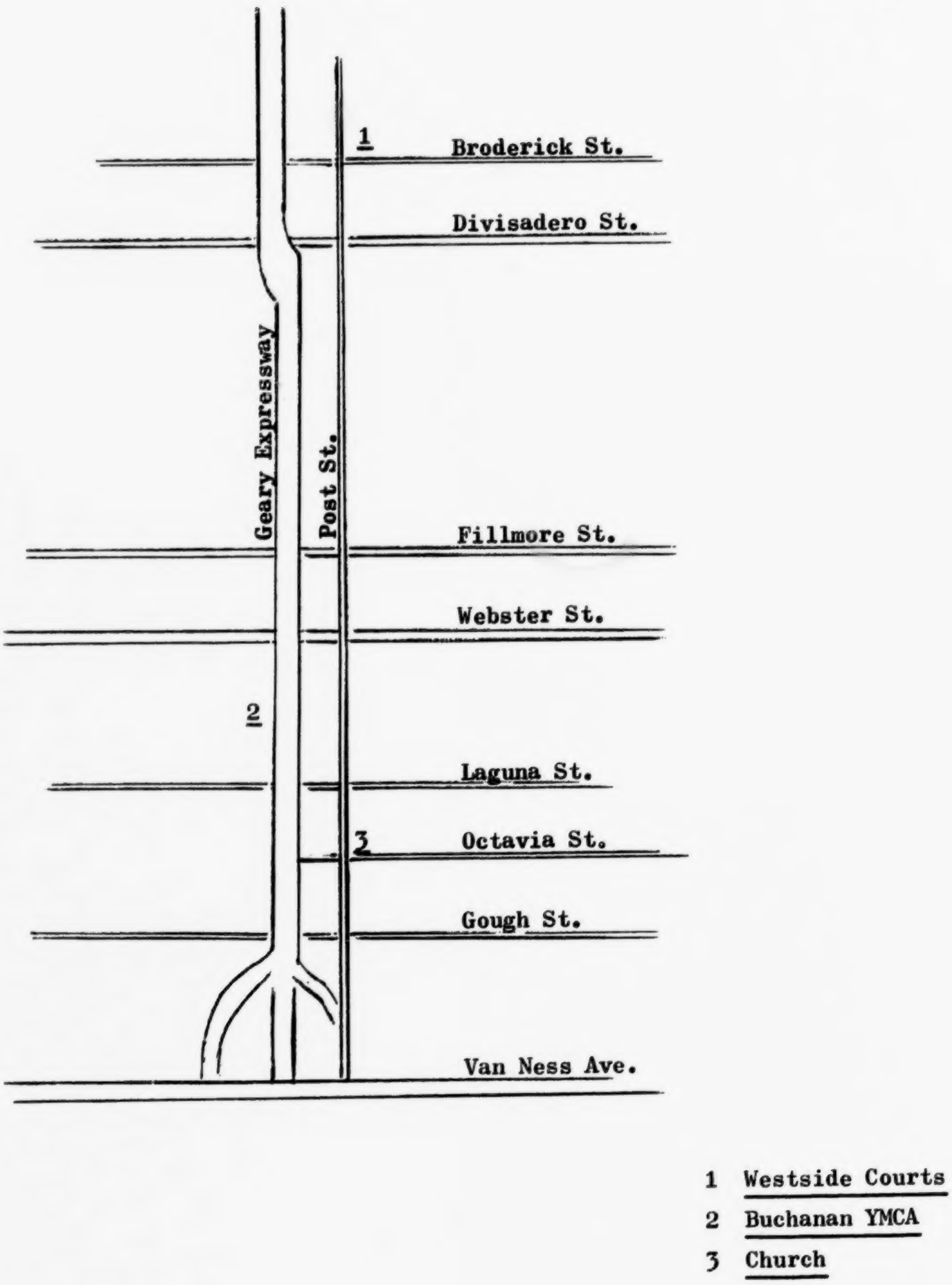
3. To locate the nurseries close enough to both middle-income and Public Housing to make a cross-cultural mix feasible.

Since the Buchanan YMCA had assured space to the Project prior to the granting of funds, this site was used as the hub from which other sites were selected. The YMCA met all of the criteria.

The Sutter Street YWCA originally planned as a site and which also met the criteria, was no longer available because a cooperative nursery was now located there. A site in the Christ United Presbyterian Church, only two blocks from the YMCA, was selected as the second site. The third site was ten blocks away in the Public Housing Westside Courts. This site is too far removed to meet the first criteria but has many other advantages. (See map, page 14). A brief description of each site highlighting its uniqueness follows:

Buchanan YMCA This site is in an ideal location since it is in the middle of St. Francis Square and is only two blocks from two large Public Housing units. Since St. Francis Square is one of the middle-income cooperatives that replaced slums and since it is the only grassy, flowering area within the view of the Public Housing residents, a deep resentment exists between the two groups. The resentment is expressed in many ways. The Buchanan YMCA is used almost exclusively by Public Housing youth. The Square residents to date have shown little interest in joining the YMCA or helping its capable director to soften the hostility between the two groups.

The YMCA facility had to have considerable renovation to make it appropriate as a nursery. A fenced yard was a requisite for licensing. The posts were set for the fence one day and the next morning they


1
Broderick St.
Divisadero St.
Geary Expressway
Post St.
Fillmore St.
Webster St.
2
Laguna St.
3
Octavia St.
Gough St.
Van Ness Ave.
1 Westside Courts
2 Buchanan YMCA
3 Church

were pulled out of the concrete. The Public Housing parents were sure Square parents were the culprits and vice versa. During the first few months of the nursery this and similar episodes were the subject of much conversation. The "we-they" alignment was universally maintained. Today much of this attitude among the nursery school parents has disappeared.

One unique feature of the YMCA site is a small kitchen that is separated by a one-way mirror from the large room serving as the nursery. This kitchen has been a potent force in developing communications, at times stimulating heated arguments and hurt feelings, but certainly encouraging a free flow of communication.

Another unique feature is a play area outdoors that has two levels. One side of the play yard was formed by the showers of the gymnasium. This area was made into a deck with attractive stairs leading to it.

The YMCA has given NICE exclusive use of the indoor space. This has made possible maximum use of the space and of the time and energy of the teachers, since equipment and materials may remain ready for use. The outdoor space is available to the Square at times when the nursery is not in session.

Christ United Presbyterian Church This site is physically the least desirable of the three. The indoor space is a large room with a stage at one end. Full use of the stage, which was planned, has been impossible because the Church needs the space to store folding chairs. The outdoor space consists of two narrow yards. One of the yards is often too dark and wet to be usable. The other yard is an excellent example of maximizing the use of a long, narrow space that has a variety of outdoor activities.

One unique feature of the Church facility is that the site was renovated to make possible an indoor-outdoor program by the installation of a large, glass sliding door.

The Church site has the advantage of being perceived as the Japanese Church that reaches out to include other groups. As a result, some Japanese families have become interested in sending their children to the nursery. It has the disadvantages of having to share the space so that twice a week all equipment has to be put away, and it is not close to Public Housing. The distance is not so great but the hills between the Church and Public Housing are steep and therefore discouraging. Transportation of families from Public Housing to the nursery has been a continuous problem at this site. Teachers pick up children, and mothers transport children so that the Public Housing children whose mothers work may get to school.

Westside Courts The facilities in the Westside Courts are in the basement of a Public Housing Unit. This facility, unlike the other two, is an L-shaped series of three rooms. The space is conducive to an easy flow of activity and still preserves some definite areas for certain types of happenings.

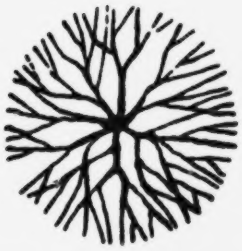
One of the unique features is that all of the pipes serving the housing unit are visible. These were painted three different colors. Large square posts were covered with bulletin board materials and painted the same colors as the pipes - bright blue, red, and yellow. These dashes of color give the site a certain brightness and character that is most inviting. Each child has his own bulletin board since there are enough sides of the posts to go around.

A major advantage of the Westside Courts is that it is in a Public Housing unit. The residents feel at home there and are able to come and go easily. Many residents of the Courts who do not have children in the nursery come to various community gatherings that are held in these facilities and in which the nursery staff is active. These are described elsewhere in this report. This site is becoming a family center in many respects.

Two disadvantages of this site are that it is at the edge of the community we are serving and its play yard is down the street almost a block away. Efforts were made to beautify the play yard and make it functional. These efforts failed. The play area had been fenced in prior to NICE occupancy. The older children of Westside Courts felt their ball park had been taken away. When the project moved in, the gate was left open but a play house that had been constructed in one corner was set fire to and eventually destroyed. The play yard is so full of broken glass that it is difficult to use it.

Equipping the Facilities

In choosing the equipment and designing the floor plan, the goals of the project were considered. One major goal is to encourage the nurseries to become family centers. Each facility has a crib so that mothers may have some place to put their babies when they come to school, thus encouraging parent involvement. Each facility has an area that is designed to interest parents -- an easy chair, some recent magazines and parent literature, facilities for coffee. The learning materials are inclusive of the cultures in the schools. Negro, Japanese, and Caucasian dolls are included. Books and records include the three cultures as well as others. The schools are well-equipped with sturdy life-like materials. An effort has been made to include materials that appeal to boys as well as to girls. Cash registers, typewriters, magnets, gadgets, pipes, and carpentry are included. The schools are equipped with many materials designed to elicit problem-solving. An effort has been made to avoid designing an environment that is so precious -- so unreal -- that the child and his family do not feel at home in the school. As the children grow older, more complex materials are introduced.



Chapter III:
STAFF

The staff of the NICE Project consists of a director, a full-time research position which is split between two individuals, two part-time research assistanta, a psychiatric social worker, the teachers in the schools, and two secretaries.

During the first year and a half the directorship was shared by two individuals, one to be responsible primarily for the development of the nursery school program and the other to be responsible for community involvement. The second individual took a sabbatical during the spring semester of the second year and resigned at that time to resume full-time teaching and to fulfill commitments related to his sabbatical research. In the meantime a supplementary grant made possible the employment of a psychiatric social worker who assumed many of the community responsibilities of the co-director.

During the planning year of 1965-66, the directors searched for candidates for the nine teaching positions. Several criteria were utilized in making the final selection. They were:

1. Diversified staffing consisting of a well-qualified head teacher, an indigenous aide, parents, and students.

2. Staffing representative of the racial, cultural, and ethnic components of the community.

3. Integrative teaching personalities as well as ability to grow on the job.

4. Complementary team relationships in terms of styles of teaching, specialized abilities and talents.

5. Male representation.

After a thorough search, three head teachers were selected. One of these had her master's degree in nursery school education and the other two were candidates for a master's degree. All three were Caucasian. One of the three was not able to relate to parents in an accepting manner and resigned after five months. Her position was filled by the assistant teacher in that school. At present, two head teachers are Caucasian and one is Negro.

The assistant teachers were chosen to meet some of the other criteria. Two of the three chosen were men -- one Negro and one Caucasian and the third was a social worker with nursery school experience. The Caucasian male was dismissed after four months' service since he found it impossible to conform to professional standards expected of staff.

Although a third position was not written into the original proposal, it was decided that additional help was necessary since the children were between two and two and a half years of age. Thus three teachers were employed on a half-time basis to work in the nursery schools in the morning. They were all Negro and two of them were residents of public housing. As staff personnel has changed, this is no longer the case.

Among the staff, talent exists in dance, music, crafts, science, literature, and cooking. At present each staff of three teachers is composed as follows:

Christ United Presbyterian Church

Head Teacher	Caucasian	Female
Assistant Teacher	Negro	Male
Aide	Negro	Female

Westside Courts

Head Teacher	Caucasian	Female
Assistant Teacher	Negro	Female
Aide	Caucasian	Male

YMCA

Head Teacher	Negro	Female
Assistant Teacher	Negro	Female
Aide	Caucasian	Male

Training

The staff came together for the first time during the last week of May 1966. At that time two National Laboratory Group Dynamics trainers were employed to conduct a residential sensitivity-training session. The group became acquainted through discussions of their feelings as individuals and as a group.

The experience in sensitivity training met with mixed reactions on the part of the staff. While some expressed enthusiasm and genuine appreciation of the opportunity to understand oneself better and to learn to know others in this way, other feelings ranged from lukewarm to antagonistic. The NICE staff represented an unusual group for sensitivity training in that the staff would remain together after sensitivity-training in a working relationship. Some members felt they probably could have become sensitive to each other as the job progressed and thus they could have been spared the sometimes too revealing glimpses of each other.

One of the reasons for having the sensitivity training at the beginning of the project was to give staff members an opportunity to know each other in such ways that choices for working together could be made. Near the end of the week the assignment of individual school staffs was made informally and by mutual consent of all. This same type of mutual decision-making came at a later date in the summer when each team had to choose one of the three facilities for its nursery school.

The summer preceding the opening of the schools was spent in intensive in-service training. The teachers were autonomous in selecting equipment, designing the floor plan, choosing their color scheme, and in general preparing the facility for occupancy. In addition to the considerable work necessary for opening the schools, the staff met as a group during the summer to discuss the program, to become acquainted with the community, and to understand the research demands of the project.

Following the opening of school in the Fall of 1966, weekly staff meetings were held during the first year. As more intensive staff relationships have developed, more planning time has become necessary. This year the staff meets one full day a week during which time the parents operate the schools.

Priorities

The number one task for staff training was helping the teachers understand the concept of total acceptance of parents. By that we mean accepting the families where they were without reservations and moving on from that point. This was harder for some teachers than others. Parents who arrived late, lingered after all others had left, sent sick or dirty children, who criticized the program, who sent a child but never came themselves, and whose child-rearing practices were inappropriate had to be accepted first before they were open to change.

Although this concept of total acceptance is a basic tenet of the project, the implementation of the concept requires self-awareness, flexibility to change and experience on the part of all project staff. Developing this acceptance and coming to a genuine appreciation of differences are tasks that continually demand a great deal of staff attention.

Another priority is continuous learning and experimenting with ideas and methods not necessarily a part of the teacher's commitment. It is easy to teach from habit especially when one has become skilled in applying these habits. The staff is challenged to try out an idea before automatically responding, "It won't work." Keeping the staff open to new thinking, experimental programs and unfamiliar ways of working with children is considered one of the functions of the director and research team.

Potentials

The training program hits snags, rises to heights, and runs sometimes better, sometimes poorer than could be wished. Several staff members are growing in the atmosphere of trust and confidence while others coast along or take advantage of the rather non-judgmental relationships which exist in the project.

Each staff member has been encouraged to take advantage of courses, association meetings, lectures in the area, and written material appropriate to his or her job. Generous allowances are made in scheduling so that unusual opportunities may be included in an individual or staff enrichment program. This enrichment is particularly designed to help non-trained staff develop career progression.

Staff members are able to use the services of the NICE social worker when necessary. The entire central staff is available whenever requested to help smooth rough spots in operation of the schools. The teachers together face their feelings about race, religion, money, higher education, and job preparation as honestly as they can. The open atmosphere of the staff meetings, most of the time promotes this growth toward honesty and acceptance.

Problems Encountered by Staff

Staff relationships have presented complex and knotty problems to be encountered. An analysis of the genesis of these problems serves as an important function in evaluating the feasibility of the goals of this particular project. This analysis has been the content of some of the staff meetings. As staff sees itself functioning, some of the difficulties are:

1. The broad range of educational background contributes to misperceptions. Many of the ground rules that professionals take for granted are not known by some of the staff. It is difficult to know when misperceptions occur as professionals are unaccustomed to checking on what has been understood. It is easy for the professionals to make most of the major decisions without bringing the untrained staff along.

2. Many of the problems discussed in staff meetings have personal applicability to some members of the staff. This at times results in discomfort, embarrassment, and perhaps withdrawal. For example, when discussing public housing residents, one has to be cognizant that some of the staff live in Public Housing. In trying to understand the life style of the poor, we have to be aware that some of the staff are so categorized.

3. Some of the problems cluster around the appropriate male role for a nursery school teacher. The male teachers are aware of the female-oriented culture they inhabit and have not yet found a completely satisfying and constructive role to assume.

4. NICE teachers are expected to assume many varied roles that are not ordinarily considered a part of a teacher's role. They function as teachers of young children and feel most comfortable in that role. Even though only one teacher had taught two-year olds prior to this project, the staff felt considerable zest in discovering the potential learning of the two-year old and the implications of this learning for the nursery school program.

5. They are expected to relate as a counselor to parents, listening to all that is said with an empathic ear and trying to play a helping role in these situations. Since unconditional acceptance is our goal, the counselor's role was and is a strain for teachers.

6. Teachers are expected to be researchers. Each day some research demands have to be met and at times considerable data is expected from the teachers. This role was most difficult for the indigenous aides. They felt the lives of project families were being pried into.

7. At times teachers assume the social worker role as they seek referrals for children and their families. Since the employment of a psychiatric social worker this role has diminished, but some families still prefer to work with the teachers. Because of the nature of the nursery schools, teachers are continuously called upon to accept leadership roles in the community.

8. Teachers have been asked to be skilled observers and recorders of both child and adult behavior. In a project as comprehensive as this what is considered important enough to record becomes a problem.

9. Finally teachers have found themselves accepting a role of recreation worker for older siblings.

Not all of these roles are expected by the project, but the style of the project opens the door for diversity and creativity and at times conflicting goals. In this milieu, teachers are seen as the facilitators, the orchestrators for the needs of the families. A difficult role that all members of the staff have not learned as yet is when to say, "No, I can't do that."

One of the outgrowths of the staff composition and the methods adopted for working together has been the creation of a milieu in which thought-provoking questions are being constantly raised. For example, the staff has faced and is facing such fundamental issued as the following:

1. How much can a small staff like NICE undertake? And when we turn our backs have we broken faith with our parents?

2. Can we hope, being such a small group, to change the social structure of the institutions of the community even a little bit? Can we change the public schools in the area, for example?

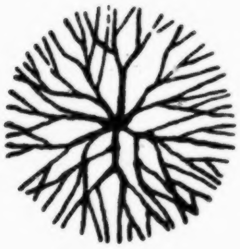
3. How can we keep ourselves open and flexible and still keep enough structure in our work that it is perceived as making sense?

4. How can we involve parents on their terms and refrain from manipulating them?

5. How can we be honest and still unconditionally accepting?

6. How can we become increasingly more aware of our individual "hang-ups" about race, religion, poverty?

All of these problems have been met head-on in staff meetings. Some have been worked on constructively; some have been programmed into action measures; others remain unresolved. Having to encounter these problems in our own staff has served as a micro-lab for performing in the larger community of the schools.



Chapter IV:
PROGRAM

The goals of the project are holistic and stem from a commitment to humanistic psychology. The staff takes seriously the democratic concept that educational opportunity must be available to all without any hurdles presented. They also believe that human life is sacred, i.e., that health, nutrition, mental health are integrally connected with learning. They recognize the futility of trying to separate cognitive from affective aspects of learning.

In the realm of learning the beliefs upon which the program rests are that man's potential for learning far exceeds any limits we have conceptualized. Indeed man's potential for learning is limitless. Whatever limits are established have their beginnings usually in the early years. The early years are not only significant in determining potential for learning but quality of personality. Again these cannot be neatly packaged as separate commodities.

The staff tends to recognize that learning in uniquely individual. Much has been learned about this in the past year and a half. The boundaries are still to be explored. One child alternates colored cylinders in solving a problem. Another groups her colors in solving the same problem. The first child dips in as she goes along. The other keeps track by first removing all of the cylinders needed from the total number. And the pattern is consistent.

The program is designed on the validity of the assumption that perceptions grow out of past experience and out of the purpose that one attributes to the individual with whom one is interacting.

The program recognizes that learning in early childhood is ego-centered. The program takes account of the fact that in early childhood learning is a process of developing identity and then is maximized through identification with a love-object or objects. Thus modelling comes to be an important process in early learning.

The program is built upon the assumption that the child's mother is his most influential teacher and therefore the program must spend time and energy with helping parents to become better teacher-mothers. This aspect of the program will be discussed in another section of this report.

The program is built upon the concept of teaching to strengths or maximizing "strens."[1]

The program recognizes timing as a most important factor in learning. Little is known about timing and many cliches exist that becloud what is known. "He's not ready," is believed to be a misleading crutch for not doing anything. The task is to learn how to recognize the cues that are given for beginning a process that eventually leads to another development. What precedes walking and what cues are given that enable an adult to help in the walking process? What precedes reading and what cues are given that enable an adult to help in the reading process? How to avoid being too early or too late is one of the critical questions. How much help to give, when, what kind, are other questions for which answers are needed. (Appendix I enumerates some of the specifics of the program).

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[1] Hollister, Wm. G., and Bower, Eli M.: Behavioral Science Frontiers in Education; John Wiley & Sons, Inc., 1967.

Specifically, as project goals relate to the children, they are to assess the effects of a cross-cultural nursery school by studying behavioral changes in the children of factors related to mental health. These factors include basic trust, autonomy, initiative, cognitive development, and social competency.

The program was designed to enhance these qualities. Since trust and autonomy and initiative are nebulous terms, the first approach was to study the literature thoroughly so as to gain a comprehensive understanding of trust, autonomy, and initiative. From this study a rating scale was developed which probably has low sensitivity as a scale. It serves, however, to keep reminding the staff of those specific behaviors that indicate growth in these qualities thereby providing cues for program.

Developing Basic Trust. The children came into the school as two-year-olds. From the intake interviews and first visit, the teachers gained considerable insight into the development of each child even before his arrival. These insights were implemented in the way the child was initiated into the school.

The selection of equipment and materials was made carefully to be sure that the environment produced much that was familiar to the child as he entered school. Observations were made in the homes to see what toys were often present and the school tried to include those toys so that the child felt a degree of comfort in taking his first step away from home.

The teachers worked in the schools on and off during the summer prior to school's opening. Many of the parents and their children happened to be passing and stopped to chat a few moments. Thus the teachers made themselves visible and to a degree familiar before school started.

The beginning days of the first entrance were planned so that each child and his mother came into school with a small number of other children and their mothers and stayed for a short time only. The first day five children and their mothers came from nine to ten, five others from ten to eleven and so on until everyone had an opportunity to become acquainted in small groups. The second step was to enlarge the groups and to lengthen the time. Attendance was staggared the first week, until Friday when everyone came for the first time. As children felt more at home in school, they chose to stay longer than scheduled - and that was all right, too.

The staff was committed to the principle of unconditional acceptance of mothers as well as children. This was considered essential for basic trust to continue to develop. Some of the ways of implementing this concept were:

The time habits of families were respected.

- Children and their mothers were welcomed any time they came. The child who arrived at 10:50 was as welcome as the one waiting for the door to be unlocked at 8:30.
- Mothers were encouraged to stay with their children as long as they could, but were not censored if they left sooner than the staff expected.
- Mothers were encouraged to take their children home before school was over if they wanted to do so.
- When mothers failed to come for their children, they were cared for until the mother arrived.

The habits families used in disciplining their children were respected.

- A mother who spanked her child for wetting her pants (when she was supposed to be toilet-trained) was not reprimanded.
- A mother who insisted that her child trace around a picture and stay inside the lines as she colored was not told to refrain.
- A father who took his belt off and threatened his son because he didn't want to go home was not reprimanded.

In time all of these parents came to trust the staff enough to want to ask why the staff didn't use some of these same methods. Since the dialogue was initiated by the parents, they were ready to hear and consider alternatives in some cases. All have begun to recognize that alternatives exist.

Expectations of parents were discussed and attempts made to enhance them.

- If a mother wanted her child's clothing protected from paint, this was done without a lecture on freedom.
- If a mother expected a parent education group to be formed, one was formed.
- If parents were particular about "please" and "thank you's" these were accepted with grace.

To continue to accept parents' behaviors unconditionally until they were ready to discuss the behavior was one of the most difficult tasks for the teachers. It took most parents almost eight months before they were ready to examine some of their habitual ways of relating to their children and their expectations of their children. By May of the first year most parents were beginning to question and some were beginning to take some small steps toward changing their own behavior. Some parents have not yet reached this point. Many of these are parents who, because they work, are not in the school and therefore do not have adequate exposure to alternatives.

In an evaluation held at the end of the first year the staff stated that the processes they were using to develop and enhance basic trust were:

1. Accepting the child's not being potty-trained and communicating this acceptance by changing his clothes, and having clean clothes on hand to use when necessary.
2. Being the child's protector at all times; at the same time communicating non-verbally, acceptance of the mother.
3. Setting limits designed to prevent hurt to anyone.
4. Establishing dependable routines.
5. Permitting children to make mistakes without fear of punishment.
6. Having enough trusting adults to give children help when needed - at least one adult to every four children.
7. Keeping promises in big and little matters.
8. Encouraging children to take a risk in engaging in new activities - to learn it is safe to risk.
9. Showing unpleasant feelings under appropriate circumstances, i.e., anger, disapproval. Accepting the negative feelings of the children and of oneself.
10. Encouraging parents to come, and to let them know they are needed to assist.
11. Helping children to avoid situations that destroy trust in themselves.
12. Encouraging children to make many decisions for themselves.
13. Talking with children so that their feelings are clarified and their constructive impulses reinforced.
14. Providing play materials in quantities sufficient to the child's demands made on materials; keeping the environment manageable.
15. Helping to articulate a way of behaving that is constructive so that the child has an opportunity to internalize his behavior. Example: "You know, Alex has been waiting a long time for a turn," versus "You must get off now. It's Alex's turn."
16. Studying each child's own individual style and enhancing his style rather than expecting all to be like some theoretical or stereotyped model.

Developing Autonomy and Initiative. At the end of the first year of nursery school, the staff spent several days discussing how to alter the program so that it would be appropriate for three-year-olds. The staff felt that nearly all of the children were ready to accept more self-help. From the discussions emerged the following plans:

Processes we should emphasize to develop autonomy and initiative:

1. Emphasize self-help in routines
   - a. Care of clothes.
   - b. Preparation and clean-up at snack time.
   - c. Passing food and pouring.
   - d. Serving oneself.
   - e. Waiting on oneself.
   - f. Clean-up toys, games, etc.
2. Emphasize self-help in relationships

   Let the child handle his problems with others and with objects. Let him solve his own problems if he can.
3. Help the child expand his language and interalize the thinking processes of language by:
   - a. Labelling.
   - b. Seriation - sequences.
   - c. Nesting.
   - d. If..., then... situations.
   - e. What if? situations.
   - f. Not this, then what?
   - g. Patterning.
   - h. Sensing.
   - i. Discriminating.
   - j. Sorting.
4. Be aware of arrangement of materials for:
   - a. Availability.
   - b. Variety.
   - c. Aesthetic qualities in the use of space (avoid clutter).
   - d. Use of accessories.

   "Predictability promotes security;
   Variety promotes curiosity;
   Surprise stimulates awareness."
5. Emphasize use of problem-solving materials and equipment:
   - a. Pipes, nuts, bolts.
   - b. Blocks.
   - c. Locks.

- d. Carpentry.
- e. Electrical gadgets.
- f. Transformation processes: air-wind; water-steam; water-ice; growing plants and borning animals; raw materials - food (cooking).
- g. Discovery boxes and bits.

(Many of these materials were introduced at the beginning of the second year of the schools).

6. Emphasize problem-solving in coping with nature:
   - a. Mastering rough terrain.
   - b. Mastery of body in space.

7. Grouping children for specific purposes:
   - a. Interest.
   - b. Ability.
   - c. Sex.
   - d. Temperament.

8. Give more attention to our own organization to be sure of sequence, follow-through, development, so as to enhance cognitive learning.

Cognitive Learning. To implement the decision to try to work for sequence, follow-through, and development of the children, the staff devised a method of keeping weekly records of each child's activities. Each member of the staff is responsible for five to seven children. It is his task to record the major activities of those children during the week. These records are studied periodically to see what kind of intake each child in experiencing. As a result of the study, some children may be encouraged to broaden their participation, to sample different activities, to lengthen their attention, to become more active, to try some new experience ... (See Chart 1)

Another process the teachers use is to keep a record of the activities they are initiating for sequential development indicating purpose, parent involvement, and outcomes. (See Chart 2)

Each staff member makes a continuing study of each child and attempts to tailor-make a curriculum that is available for him to utilize. If the child does not choose to engage in the curriculum that the staff has developed, he is not overtly or covertly pressured to do so. He continues to be observed and efforts continue to be made to help him maximize himself in the school. At times small groups are developed who have similar needs or interests. (See Chart 3)

CHART 1

Record of Teacher-Initiated Activities for Sequential Development

Date__________

	General Objective	Specific Goals	Parent Involvement	Outcomes
Labelling	1. Cognitive Development Discrimination	1.1 Identify label with object 1.2 Develop awareness of a gestalt 1.3 Stimulate perceiving changes in environment	1.1 Suggest labels 1.2 Help make labels 1.3 Use labels at home	1.1 ____, ____, ____, noticed labels, asked for them to be read 1.2 ____, ____, ____, tore down labels 1.3 Remainder seemed not to notice

CHART 2

Weekly Record of Participation in Teacher-Initiated, or Sequential Development Activities

Week of ____________

School ____________

ROSTER	No. of days present	Art	Music	Language	Science	Math	Fantasy	Motor	Trips	Special Activities
		1,2	1		1	1				
CODE:		1.Finger painting 2.Wood sculpture	1.Dancing		1.Fed guinea pig	1.Played with graduated cylinders				

CHART 3

Organization of One Class to Meet Individual Needs and Interests

Small Groups

1. Large muscle development: Climbing Swings Trikes	John Carl Veronica Janie	
2. Fine motor coordination: Puzzles Peg Boards Table Games Block Building	Albert George Jonathan Susan Virginia	
3. Advanced curriculum: Cuissenaire rods - math Writing stories - lang. & read. Sorting; classifying	3a Nellie Clare Bonnie Wendy	3b Mary David Judy Peter
4. Social development: Sharing Fantasy Taking Turns	Robert Lewis Helena Joel	

9:00 - 9:30

Gr. 1	Teacher A outdoors
Gr. 2	Teacher B
Gen. Sup.	Teacher C & D

9:30 - 10:00

Gr. 3a	Teacher A
Gr. 3b	Teacher C
Gen. Sup.	Teacher B & D

10:00 - 10:30

Juice - 4 tables

10:30 - 11:00

Gr. 4	Teacher D
Gen. Sup.	Teachers A,B,C

11:00 - 12:00

Everyone choosing what he wants to do. All teachers assigned on floor to handle various aspects of the program.

Some of the major emphases content-wise of the program for cognitive learning are:

1. Emphasis on walking trips that furnish much of the science content.
2. Emphasis on topical interest centers:
    - Shells
    - Fish
    - Plants
    - Birds
    - Bugs
    - Boats
    - Cars
    - Airplanes
    - Animals
    - Construction
3. Emphasis on building -- preferably for a purpose; blocks, wood, making things.
4. Emphasis on writing down what children say and reading their stories on request.
5. Emphasis on cooking.
6. Emphasis on growing things.
7. Emphasis on small group work focused on need or interest.
8. Emphasis on question asking.
9. Providing bright up-to-date standard reference books either in room or easily available.
10. Providing an adult for every four children who:
    a. Listens to children talk, read;
    b. Prepares material for children;
    c. Keeps interest centers vital;
    d. Arranges rooms for order.
11. Providing an individual for special help to children.
12. Providing books about the interests of the group and having a difficulty range of at least three years.
13. Inclusion of typewriters, tape recorders, projectors, television, record players, and records.
14. Inclusion of a quiet place in each room.

Development of Self-Concept. The program tries in many ways to help each child to develop a positive self-image. Some of the processes being used for all children are:

- To have a full-length mirror hung low enough so that children can see themselves.
- To exhibit photographs of each child in the school.
- To designate some space for each child and to help him feel its importance.
- To use children's names in conversation.
- To use children's names in songs.

- To identify the work children produce with their names.
- To provide a variety of individual experiences so that children every once in a while have a special treat. These range from participating in a television program, to going to the beach, to getting a pony ride, to taking a trip with one of the teachers to buy a pet, etc., or.... to help children learn through their trials and successes rather than their trials and failures.

Some children came with low self-esteem at age two. Some special programs of care have been developed for them. For example, Buddy was so fearful, he couldn't reach out for a glass of juice the first day and he uttered not a word. One student teacher was assigned to care for Buddy. She took him on walks. She read to him. She played with him. By May he announced he was teaching his baby brother to talk. He is now an active dynamo. He talks continuously but articulates poorly. He is receiving help from the San Francisco State College Communications Disorders Clinic. His self-concept has changed dramatically. At the same time, efforts were being made to improve the self-concept of the mother, who is also a non-talker. She now volunteers for helping in the nursery school and is beginning to talk.

Another child is so needful he clings to anyone who notices him. A male teacher is trying to help him become interested in some vigorous activity and at the same time to develop a more positive self-image.

One child smelled so of stale urine that children avoided him. He had such a poor self-image that he played with no one. A student chose him to study. She was always where he was, close enough to be involved in he allowed it but not too close to threaten or cause withdrawal. Efforts were made at school to improve his cleanliness and eventually the mother was appealed to and he began to come to school clean. The child also has made dramatic progress in developing a positive self-concept.

Children who are on the fringe of a group and who lack the skill to "get in" are helped to take that important step.

Children who seem to have unusually low self-concepts are observed by the social worker who works with their families. A referral may be made if he considers it is indicated. His evaluation is fed back to the teachers and influences them in working with the child.

Language Development. The children in NICE schools are talkers. Even as two's they were communicating with unusual fluency. At three they have begun to settle some of their arguments by language rather than by bodily action. Those children needing special help are assigned to someone who talks with them and who elicits conversation from them. At present, less than ten percent of the children are in need of some special language development program.

Children's language is valued as highly as any other activity. Their words are recorded by the teacher and posted so they can see what they have said and have it read to them if they request.

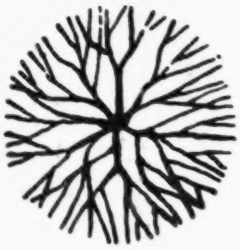
Teachers are trained to talk to children, to ask questions that require thought and avoid "yes" and "no" answers.

The environment is rich in books, in pictures, in games requiring language. Staff is there to read to a child whenever he requests it. Dramatic play materials and blocks produce an "elaborated code." Staff listens and helps the child to elaborate his comments.

Summary

The program of the NICE schools can be described in the context of current controversy as individual-oriented. The teacher is not seen as someone who stands on the side-lines and observes what is taking place with the beautiful environment that she has created. Nor is she seen as one who organizes children for rote learning of fragmented bits of knowledge.

The program of the NICE schools is not prescriptive. It is not based on the assumption that children who live in poverty homes are all that different from other children so that methods must be more rigid, more harsh, more inhibiting of spontaneity and creativity. Rather, the program is one that seeks to help each child to release his own native ability. This is done by continuous, detailed study of the child, by individualizing learning every day in nearly all situations and by accepting with joy the child's response to being in school. This is done by providing children with highly skilled, trusting individuals in sufficient quantity. This is done by trusting the children to do their own growing in their own individual ways.



Chapter V:
FAMILY INVOLVEMENT

Our initial formal family contact began with the intake interview which, among other things, was designed to establish each family's involvement and interest in the world outside its doors. For most families, being interviewed in such depth was a novel experience and many expressed surprise that the fact of enrolling a child in a nursery school necessitated such questioning. On the whole, however, we learned how much our families took part in institutional life outside the home, something of what they wanted to do in the future, how they spent their time, what they considered recreation, and what they wanted for their children.

When the schools opened in September 1966, all the parents were invited to stay with their children as long as they could or thought necessary. A parents' corners was set up in each school; coffee, magazines, comfortable seats, and other adults to talk to proved irresistible to many. Out of this obvious satisfaction is sharing part of their children's world, evolved the next step in involvement: the bag lunch. Each school set a certain day and parents were invited to bring lunch, stay to visit together, and eat with the staff at the close of the morning session. These casual get-togethers gradually moved from kaffee-klatch discussions of child-rearing and related topics to structured sessions on toy selection and buying, discipline, art activities and sibling rivalry.

The bag lunch which led to the toy discussion is a good example of the movement from casual to structured content. As a few parents sat around the table in November, the conversation focused on the coming holidays and each mother's plans for gifts for her children.

The teacher picked up this lead by commenting on the kinds of toys or activities each of their children enjoyed most at school. She then added that she would be glad to gather together the school's toy catalogues by the next week and they might like to compare prices and perhaps order some. A notice was put up inviting all parents to come. The next week a larger group of mothers gathered to peruse the catalogues. The teacher used the time to bring about a discussion of good toy selection: durability, attractiveness, cost and needs to be served. By the end of the bag lunch some three hours later, the group had become aware of the attributes and values inherent in good toys, had decided to order as one group in order to defray postage expenses and had greater insight into the play needs of their young children. For instance, one mother was about to order a five-piece puzzle when the teacher pointed out that her child had already mastered a seven-piece one. The mother then realized her child was ready for more advanced work. Another mother decided to order a piece of motor equipment even though her apartment is so small she has to store it in a closet when it is not in use.

As the parents' needs, capabilities and interests became known to the staff, the teachers made more direct suggestions about participation possibilities. Some mothers came to help at the school upon request; a few volunteered. Those were mothers who were actively interested in the education of their young children and who were available during the morning. Others came as requested but spent their time interacting with other adults. This need led to an attempt at sub-grouping along the lines of adult interests.

The staff tried to provide a variety of activities or to be available to help initiate special interest groupings so that any parent could find something to tempt her or him out of the home. Many committees sprang into being, existed for varying periods of time and disappeared as the need was filled. Short term groupings were the All-School Picnic committee, Parent party or picnic committees in individual schools, an art evening, the Raffle Committee and the Film Festival Committee. Groupings which lasted over a period of weeks were sewing classes, a dance and exercise group, the Newsletter committee, older sibling trip and craft clubs, and the Public Education committee.

Long-term groupings obviously have required the greatest effort on the part of the staff. By the middle of the first year, the head teachers felt that certain parents would respond favorably to being asked to help on the floor. Generally the mothers approached were those who had stayed with their children as school because they felt the children needed them or they found separation hard to face. The teachers asked for help in supervising the snack times, table activities, reading stories, or accompanying the group to the playground. Mothers were always invited to share the responsibility of field trips.

As the first summer approached and the student teachers left the three schools, the manpower crisis was solved by asking mothers at a parent meeting to sign up for one regular day per week of summer session participation. The need was most apparent to the mothers and most of those available acquiesced. They were able to bring along their other children on the day they participated and thus each work day became a family outing for the mother involved. The following fall the staff became much more business-like in asking for commitments of participation time. Each parent was approached, asked to pick one day per week and was given fairly specific job assignments for that day.

New staff responsibilities required one day per week to be devoted to teacher meetings and reports. This meant that parents had to assume responsibility for that day or close the schools. The parents chose to carry more teaching duties and special teams of mothers signed up for six-week intervals of supervision shared with the student teachers assigned to the three schools last fall. This kind of participation brought many mothers to the realization that learning more about nursery school teaching would be useful to them. The parent discussions to date had not been specific enough on techniques. As a consequence of this oft-expressed need the director suggested a fifteen-week training course. Eighteen mothers signed up and fifteen have been faithful members of the training program. They are responsible for written work, reading, and special projects in the school on the day they participate. This group has shown great promise and has the closest rapport engendered to date. Conceivably, they are now able to be used as aides in any classroom which uses this kind of person. A fuller description follows in Chapter VII.

Since many parents in the project worked during the day we were interested in ways of involving them at other times of the week. We evolved a system of weekly home visits which were intended to involve each family individually with a staff member or graduate student. A fuller description of this Home Task sub-project follows in Chapter VII. This individual kind of involvement will continue next year with greater emphasis on activities which will ready the children for entrance into the public schools.

Several parents were invited by the staff to attend parts of the National Conference of NAEYC held in San Francisco in November 1967. Since that time others have participated in state and local meetings of this and other organizations and in this way have broadened their understanding of pre-school education.

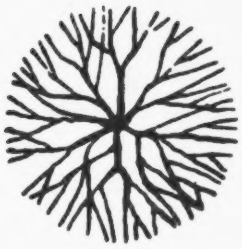
Staff thinking began to focus on parental sharing in decision making during the Spring of 1968. The training group of fifteen mothers was asked to nominate one person from each school to spearhead this move. The three people were to set up some sort of democratic apparatus for polling their own groups for representatives to a Parent Advisory Council. Interestingly, none of these three mothers accomplished her task in the same manner. However, each school did select a small group of representatives, and as of this writing the Parent Advisory Council has had one meeting. (See Appendix II for letter written by temporary Chairman following the first meeting). They have as their first order of business an opportunity to suggest to the staff ideas for a follow-up study.

One final kind of involvement has been contact between the social worker and individual families. This has been by parental request or teacher referral.

Almost a year ago when the staff was asked to rate each family in the sample on the amount of participation based on their impressions of the families, they indicated:

- a fourth of the mothers participated in the program regularly
- almost half of the mothers were much involved with teachers
- only a very few fathers participated in the morning program and interacted with the teachers
- almost half of the families used some community resources
- over half the families took responsibility for home-school activities
- only a few families are seen as having interaction with other parents either like or unlike themselves.

The teachers are to rate each family again at the end of this year, using the same instrument. It will be interesting to see if their impressions have changed as they learned to know their families better and as families have developed in their social competency. (See Appendix III for Memorandum on Data Collection and Intervention)



Chapter VI:
COMMUNITY INVOLVEMENT

There have been two interrelated principles that have guided our involvement in and with the community of the Western Addition: the first is that the nursery schools are located in the community and therefore are part of the community. This implies a commitment to taking an active role in the affairs of the neighborhood in which the schools are located. The entire teaching staff and social work staff has been, in one way or another, responsible for representing the project in community activities.

The second guiding principle comes from one of the major goals of the project: "to encourage behavioral changes in the families' utilization of community resources and participation in community activities, particularly as these relate to cross-cultural involvement." From this, a major emphasis of our work has been to facilitate involvement of families with each other as well as in the affairs and activities of the community. In some cases the impetus for involvement has come from the parents who wish to bring information to the rest of the parent group or to enlist their aid in some particular community activity; in some cases the impetus comes from the project staff who encourage parents to develop skills in "mastering their environment."

A typical example of this kind of involvement and interaction between parents, the project staff, and the community took place during the spring of 1967. The play yard at Westside Courts Nursery School had been subjected to considerable vandalism and malicious damage. As a result of the teachers' efforts to make some inroads into this problem, a meeting was called of the residents at Westside Courts. The meeting, held at the nursery school, was well attended by both residents who were parents in the project and residents who were not connected with the project. As a result of the skillful handling of the meeting by the teacher, the non-project residents were able to ventilate some of their covert and overt hostility and jealousy about having the nursery school located in their project and serving those "white kids out there." The interpretation of the school, its composition and its goals were made not only by the teacher but by the parents of the school to their friends and neighbors, and therefore considerably more acceptance of the school developed. It also emerged during the discussion that one of the reasons for the vandalism was the lack of recreational facilities in that area, especially for children of the ages of nine through thirteen, who apparently were the major group of vandals. The social worker picked up on this particular thread and was able to enlist the aid of the director of a nearby neighborhood center who had expressed some concern about not being able to serve the Westside Courts area despite the fact that it was only two blocks away. A second meeting was set up between the residents, nursery school staff, and the staff of the neighborhood house to specifically work out some of the problems in providing services to Westside Courts. As a result of this second meeting, some specific and concrete suggestions were made, which included assigning a worker to an existing group of young boys and bringing them under the aegis of the neighborhood center, disseminating the center's newsletter to the residents of Westside Courts and breaking through a block of the enrollment fee which had prevented some families from joining the center program.

All the nursery schools have been similarly involved in activities and neighborhood problems. The staff of the "Y" has been active in the School Committee on Public Education (SCOPE) and on various committees of the St. Francis Square Development, especially those concerned with the local school system. The staff at the Church School has been active in attending meetings of the Western Addition Community Organization (WACO), a group concerned about redevelopment problems in the area. The social workers have been representing the project on the Western Addition District Council, a community planning group, and specifically on the committee concerned with health care in the Western Addition, on which the social worker has taken an active role in the planning for a program for sick children of working parents.

As an outgrowth of the experience around the Westside Courts problem, the teaching staff there has become involved in the Police Community Relations Program, which meets regularly at the nursery school, and which is co-chaired by one of the nursery school parents. The staff has also taken a leadership role in trying to obtain a "mini-park" for the Westside Courts area, and together with the EOC director and various community leaders, they are actively engaged in this process at the present time.

One of the concerns of the parents that emerged in our intake interviews was a concern about the school facilities and programs in the area. As a result of this expressed concern, the staff suggested forming a public education committee to examine and discuss some of the problems of the school system as they affected the families in the project and in the community at large. This committee, composed of both parents and staff, decided to focus their attention on the school system over the life of the project, and they have approached this on three broad fronts: (1) educational meetings for the families of the project which are concerned with panels, films, discussions about the quality of education, and reports of the current status of some of the school issues in the area; (2) an organized and well planned program of parent-school visits composed of parents visiting the kindergarten classrooms and inviting the teacher and principal to visit the nursery schools; and (3) sending representatives to the San Francisco School Board Meetings. The purpose of this approach is to improve communication between the parents and the schools which their children will attend, to enhance their ability to observe the kindergartens in the schools and to evaluate what they observe, to increase their awareness of the problems of the school system and to assist them in becoming effective in articulating their concerns to the administration of the local schools, the San Francisco School Board, and the public at large. (See Appendix X for observation schedule developed by parents.)

One thrust of the project has been to insure that all of the children and families obtain the necessary medical services which they require. It is well known that despite the fact that services are available there are many problems in the delivery of services as well as in families utilizing services. Our over-all goal is to see that each family has medical care services when they need it and that they know how to obtain it and are able to obtain it for themselves. We have required, for example, annual physical examinations including chest x-rays for the parents and annual physical examinations for the children. Where it was learned that families did not have access to these examinations the social work was able to assist them in obtaining them from local medical resources. We have developed a system for following the children's immunization program and have been educating the parents to the need for a complete and proper immunization program for their children. We have sought and have obtained the cooperation of the Health Department in providing vision, hearing, and dental screening services and have been able to follow up on any children where beginning defects have been noticed. In collaboration with the local cancer society, a discussion and film showing on the subject of cervical cancer was held, a subject of public health important to many of our families. As a result of this latter program, a second film and discussion on the subject of breast cancer will be held this coming spring.

In April 1967 a comprehensive serology test was done on all the children in the schools. A basic purpose of this test was to screen for sickle cell anemia, as well as other types of anemias. Sickle cell anemia has a relatively high incidence among our families and this screening program was able to identify those children who had this particular trait and assist them in obtaining necessary medical care. The program was held under the supervision and control of a highly qualified medical doctor and procedures were carefully maintained throughout.

A similar and parallel program has been to assist families in utilizing community resources other than those concerned with physical health. This has been approached in two ways: (1) To bring to the attention of the families services that exist in the community about which they are not likely to be aware, through the use of a bulletin board at one of the schools, announcements at parent education meetings, a newsletter issued periodically by the parents, and through letters disseminated by the central office. Information about camping programs and camperships, activities at the public schools, YMCA, etc., new medical, dental and social service programs, important television programs, and interesting places for a family to visit are some of the many kinds of items which have appeared through these media. (2) To assist families who have particular needs to seek and obtain the services in the community which they require. In one case this meant a referral to the Neighborhood Legal Assistance Foundation; in another a referral to the Department of Public Social Service for homemaker assistance; and a third to the Speech and Hearing Center and in several other cases referrals were made to the Family Service Agency, the Catholic Social Service Agency or to the Child Guidance Center operated by the city mental health services. These referrals for the most part are made by the teachers or social work staff and emerge primarily from the relationship which is built up at the schools. They may be initiated by the parents or by the staff as the situation requires.

The social worker plays a role in nearly every case requiring such referral services. He either acts as consultant to the staff or becomes directly involved with the family, assisting in evaluating the problem and in developing a plan for its solution. His interventions, based on his psychosocial evaluation, are grounded in professional casework theory and practice. He has utilized a variety of intervention techniques ranging from conseling regarding personal and marital problems to referring families for specialized services, from acting as a broker, bringing family and service together, to acting as the family advocate in penetrating the maze of bureaucratic red tape. All of the teachers have received in-service training from the social worker in recognizing and dealing with crisis situations and in assuming the role of advocate when assisting families to deal with some of the incredible bureaucratic superstructures.

The nursery schools have served in a variety of ways to several community groups in an effort to build bridges between the schools and the community and to serve the needs of those groups for observation and training centers in pre-school or early childhood development. For example, the Westside Courts and Church schools have been used by the Mt. Zion Hospital Psychiatric Center in their advanced training program for psychologists, psychiatrists and psychiatric social workers, who visit the schools weekly and observe a few children over an extended period of time with the purpose of learning the growth and development patterns of normal children. A similar program has been in operation joining the preschool education department at San Francisco State College and the nursery schools. In this program, undergraduates, master's degree candidates, and Fellows in the Experienced Teacher Fellowship Program are placed at the nursery schools, under the supervision of the head teachers, for various parts of their field experiences in dealing with child development, nursery school curriculum or work with a selected group of families. The Experienced Teacher Fellows, for example, not only work directly with the children in the schools for also participate in the Home Task program (described in Chapter VII), in an effort to gain some knowledge and skills in working with families from disadvantaged homes. A program similar to the Mt. Zion observation program will shortly commence involving nurses in training from San Francisco State College. The Departments of Home Economics and Communications Disorders and Creative Arts at San Francisco State College have been involved in presenting programs to our parents.

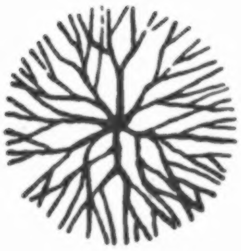
For two years, the nursery schools have served as field placements for students in an Educational Sociology course at San Francisco State College. These students have functioned as group leaders, playground instructors and tutors, working mainly with the older siblings in the NICE families. Their experiences in the project have been conceded by the instructor as the most valuable of any he has been able to offer them.

With the development of a graduate program of social work at San Francisco State College, two first-year graduate social work students have been placed in the NICE program under the supervision of the social worker. They have worked with siblings in a group and individually, and assisted families who required social work counseling and referral services. They have also acted as liaisons in the community, representing the project on community-based social planning and self-help groups. For the sake of this report the professional social worker and social work students are referred to as social work staff.

There have been several discussions with other community groups which may develop into more extensive programs but are still only in the planning stage. These involve the Western Addition district organizer of the Economic Opportunity Council; a teenage class in a private school who are interested in volunteering in the program; a senior citizens group who also wish to assist in some way; and the Bay Area Neighborhood Development, an organization devoted to consumer education and action in the low-income groups.

These various approaches appear to be on the surface somewhat isolated and disconnected from each other. On a deeper examination, however, they all grow out of the two basic principles alluded to earlier; that of the nursery school being part of the community in which it is located, and the encouraging of changes in the family's utilization of community resources and participation in community activities. They are interrelated with the ongoing program involving the children of the nursery schools; for example, in the efforts of the teachers to expose the children to the public library, the local parks, museum and neighborhood centers as well as to the ongoing program of parent involvement which takes place in the parent education meetings, the Home Task program and the Parent Training Program.

As a result of these efforts, some noticeable and positive progress can be reported. The elders of the Christ United Presbyterian Church have requested that our staff and parents act as consultants to them for their own nursery school and family center which they are designing for their new building. Parents have begun to involve themselves in community activities, taking responsible roles on committees, boards and self-help action groups. There has definitely been a shift in many parents' attitudes about utilizing community health and welfare services -- from a negative, distrustful, "what's the use" stance to a more open and accepting stance. And those who have had opportunities for growth through positive experiences generally share these experiences and feelings with other parents, which tend to help them to be somewhat more objective in their perceptions.



Chapter VII:
SPECIAL SUB-PROJECTS

Two major projects with parents have been carried on during the second year of NICE -- Home Tasks and Parent Training.

Home Tasks

As the second school year began we asked ourselves in what other ways we might effect change in our families. Some parents seldom visited the schools or came infrequently because of work schedules. Others seemed not to understand why we did what we did with the children at school despite our ardent attempts to communicate. Were we overlooking an obvious source of help? Could a parent be helped to understand what young children need to learn in the preschool years in any other way? What skills are necessary to make a mother into a more effective teacher? What are non-threatening ways to teach her how to teach or to value the learning potential in the seemingly unstructured play of young children? Would this lead to greater understanding of the task of the school and the way it uses materials to help the child learn?

Since mothers are the child's first teachers and are with him most of the time in the early years, why not ask them to teach something very specific each day? In this way we might help mothers become better teachers and also help them understand the importance of play and play materials in the early learning of their children. This interaction might build rapport between the home and the school. These speculations led to the Home Task Project, an extracurricular educational intervention scheme which we began in October 1967. A weekly visit is made by a staff or graduate student member to the home of each child attending a NICE school. At a regular, mutually satisfactory time, each visitor comes to the home with the weekly task - a book, toy, or game - plus the instructions for its use. The visitor explains what the task is intended to do, demonstrates its possibilities and encourages the parent to use it with the child at least once a day. The next week the visitor returns with the next task, collects the first task and asks questions about its use.

A rotating system, managed by a student assistant, moves Task 1 from Family 1 to Family 2, etc.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
1/3 Y families	Task 2	Task 14	Task 15	Task 4	Task 19	Task 12
1/3 Y families	Task 4	Task 19	Task 12	Task 8	Task 13	Task 26
1/3 Y families	Task 8	Task 18	Task 24	Task 1	Task 20	Task 25
1/3 WSC families	Task 1	Task 20	Task 25	Task 5	Task 21	Task 11
1/3 WSC families	Task 5	Task 21	Task 11	Task 8	Task 23	Task 2
1/3 WSC families	Task 8	Task 13	Task 26	Task 3	Task 7	Task 28
1/3 Church families	Task 3	Task 7	Task 28	Task 6	Task 22	Task 8
1/3 Church families	Task 6	Task 22	Task 8	Task 18	Task 24	Task 1
1/3 Church families	Task 8	Task 23	Task 2	Task 14	Task 15	Task 4

VISITOR ARRIVES

MOTHER OPENS DOOR FOR THE WEEKLY VISIT

VISITOR EXPLAINS DIRECTIONS FOR USE OF ITEM

PRE-SCHOOLERS TRY IT OUT

IT'S EASY FOR THE BIG BOYS

WE CAN DO IT ON THE NARROW SIDE TOO!

VISITOR SETS UP THE ITEM

LITTLE SISTER EXPERIMENTS

MOTHER HELPS SET UP TASK

ALL TOGETHER

WOW!

MOTHER REPORTS ON AND RETURNS LAST WEEK'S TASK

Twenty-seven different tasks were designed to serve a variety of purposes: to increase perception; extend knowledge; develop motor skills; expand concepts; build vocabulary or just to promote fun. Each task has its own protocol which explains why the item is to be used and provides suggestions for use. Some protocols are more explicit than others. They were planned not to be uniform in format since we felt variety would keep up interest. The language is simple and the content generally brief. Since a primary goal is to teach the mother how to be a more effective teacher, we also ask for her suggestions or ideas on use of the weekly items. Thus many protocols are quite open-ended in the hope that the mothers will expand the teaching possibilities.

This project is not without its headaches! Tasks are broken, lost or retained for longer periods than scheduled. Home visitors sometimes skip visits due to illness, examination or other course work commitments, forgetfulness, vacations, and absences from the home on the part of the families they are visiting. Sometimes they neglect to return the answer cards which we require at the completion of each visit and then they can't remember to which week or task the answers they had pertained.

As the weeks passed most of the visitors reported growth of rapport with their families. They noted a build-up of genuine interest on the part of mothers in correlating what was required in the home task to what they saw being taught at the NICE school.

Some mothers regularly send back to the Home Task office a memo in which they report in detail how the task has been used. Others call in if their visitor is late, or if they feel they are not getting the full amount of home visit time. Many speak about the tasks whenever the project originator meets them at the schools. In short, the parents seem to enjoy this form of interaction. Many parents report that they wait for the weekly visitor with the home task and that this day is special in the household, as all members of the family are eager to try out the new task. Thus the Home Task for many families has come to have significance in developing family cohesion and interest. Another concomitant learning for the parents has been the need to organize their time so that they are home when the visitor is scheduled to call.

Parent Training

Near the beginning of the second year as parents began to assume a greater role in the management of the nurseries, the staff began to discuss the plausibility of offering training to parents. The concept that the mother is the child's mother significant teacher was the basis for the decision to pursue parent training. The purpose was to provide formal training for parents in order to help them become more competent in assisting in the nursery schools.

A token stipend was offered the parents to make it possible for them to arrange for baby-sitters, to pay their transportation to and from the training, and to purchase whatever materials were needed for the course. Parents were informed that the training sessions would occur weekly for two hours and that they would be expected to work in the nursery one day a week; thus, two days were committed.

The rationale of the staff in offering the training was based on a genuine need for more effective help in the nursery schools. Rather than employing assistance from outside the project, training the mothers of the children made possible a depth approach in parenting as it relates to teaching. Out of thirty-two parents who are not working, fifteen chose to accept the training. Many of the remainder had valid reasons such as health, small children, or pregnancy for not participating. Of the fifteen, three are Oriental, four are Caucasian, and eight are Negro; six live in Public Housing, five live in St. Francis Square, and four are random dwellers. Thus the group in composition is representative of the total population.

The director of the project chose to conduct the training. The first step was to interview each parent for the purpose of talking through the parent's reasons for wanting training and to begin to gather data about the goals that parents might be able to articulate for themselves. The results of the interviews indicate that these fifteen parents have educational hopes that have been interrupted because of family responsibilities but that many of the parents still see themselves as continuing their education at some future date.

Educational Aspirations

Finish High School	1
Go to Junior College	4
Finish College	3
Obtain Specialized Training	1
No response	6

While the training makes no pretense of being vocational, the majority of those enrolled have vocational hopes.

Vocational Aspirations

Would like to be a Teacher Aide	7
Would like to be a Teacher	2
Would like to specialize in Family Life Education	1
Would like to complete training for Computer Operation	1
No response	4

In the language of the mothers, the reasons given for wanting training were:

1. Like to learn how to talk to my children so they will want to mind.
2. Like to get rid of the feeling that I can't handle my child.
3. Like to learn how to read books with more feeling.
4. Like to learn how to stay calm.
5. Like to learn the educational spots in the City to take children.
6. Like to learn what to expect of children.
7. Like to understand myself better.
8. Like to learn how to get them to mind.
9. Like to learn how to get them to get along with each other better - how to play together.
10. What kind of things do they like to play with.
11. Would like to write a little better.
12. How much do you use distraction.
13. How to manage my children laughing at me.
14. Help with music, art, science, trips, etc.
15. How to know the meaning of what I've read.

The instructor of the training decided that she would conduct the sessions much as she teaches college classes. The class began at the beginning of the second semester and met weekly for the entire semester. The parents were asked to buy a notebook and take notes, readings were assigned and reported on, each mother had a special semester project and each mother belonged to a small group to make a special study of one area chosen by the mothers.

To set the tone for the class the instructor wrote the following letter to each mother.

> Dear Mother:
>
> You are your child's most important teacher. Did you ever stop to think what life-long learnings come from you? First of all, he learns the *feel* of mother as you feed him, change him, bathe him. He remembers this always. From you he learns how much he can trust the world.
>
> Then he learns his language from you. His voice tone and the way he pronounces words will be much like yours. What he first talks about will be what he has heard and seen at your knee.
>
> Very important is what he learns from you about how you feel about people. If you are friendly and helpful and think people are pretty fine, he is likely to feel this way, too.
>
> He learns very early from you how you feel about *him*. If you feel your child is just great for a two or three year old, he'll feel great about himself. These attitudes that he "catches" from you when a child, he is likely to keep for all his life.
>
> So, because you are your child's most important teacher, I welcome this opportunity to think with you and to share whatever I know about children so we may all do better that which we do each day.
>
> In this class everyone teaches. We all learn from one another. My job will be to make this possible by organizing the course and making available the books, pamphlets, people, experiences we need to do our work well.
>
> I have talked with each of you personally and you have told me your hopes and expectations from this course. The rest of the materials we will discuss today are based on what I think you said you would like. If you have suggestions, please let me know so that this course may be what you want it to be. It is *your* course. I am here to help you.
>
> Love,
>
> (Signed) Mary Lane

She then summarized the purposes the mothers had expressed in their interviews:

Purposes

1. To understand our own children better.
2. To feel more comfortable in helping children in the nursery school in:
    a. Art activities
    b. Music activities
    c. Storytelling - creative dramatics
    d. Setting up a nursery school
    e. Dramatic or doll-house play
    f. Block play
    g. Science
    h. Group play.
3. To grain more self-confidence in:
    a. Speaking in a group
    b. Studying
    c. Going to school
    d. Disciplining my children
    e. Expressing myself in writing.
4. To find out what to expect from my children.
5. To become familiar with trip opportunities.
6. To learn more about toys children learn from and like.
7. To understand myself better.
8. To study individual differences in children.
9. To prepare for future work that I may wish to take to learn how to be a teacher aide.

The third function the instructor assumed was to furnish an organization for the course.

How we will organize the course:

1. Course begins February 6 and ends May 21, 1968.
2. Each session will last from 9:30 - 11:30 a.m.
3. For participation in the course each mother will receive $5.00 a week to help meet expenses.
4. Each mother will participate in nursery school one day a week during which time the assignment for that week will be done.
5. Each session, Mary Lane or someone she invites will discuss a topic for a part of the time. The remaining time will be used

for each mother to tell what she did in the nursery school, how it turned out, what she learned, etc.

6. We will form committees to prepare material to present to class on:
   - a. Trips
   - b. Toys
   - c. Books
   - d. Music
   - e. Science.
7. Select one child (not your own) to study throughout the semester.

Tentative Outline of Course

February 6 - 20: Child Study
Working mainly on Purposes 1, 3, 4, 8, 9

February 27 - March 12: Art Activities
Working mainly on Purposes 2, 3, and 9

March 19 - April 2: Music and Fantasy
Working mainly on Purposes 2, 3, and 9

April 16: Trip to College
Working on purposes 5 and 6

April 23: Books and Story-telling
Working mainly on Purposes 2, 3, and 9

April 30: Educational Trips and Toys
Working on Purposes 5 and 6

May 7: Science
Working on Purposes 2, 3, and 9

May 14: Block Play
Working on Purposes 2, 3, and 9

May 21: Graduation

This organization was presented as a tentative plan for discussion purposes. The first session the organization and tentative outline were used for orienting the members of the group to the idea that they did have an opportunity to determine the course content. One proposal was that many felt they needed some help with reading. For the first several sessions a few minutes were spent reading together some of the materials being used in the course. The instructor helped the to put the material in their own words, to select main ideas presented, and to recognize that we all take something different from our reading because of our past experience.

The first session one of the members brought her tape recorder and asked if she might record the session for an absent member. The group did not seem to object. The instructor suggested that everyone introduce herself so the group could become better acquainted. She began the introductions and tried to set the model by sharing some of her personal life that seemed pertinent as a mother. The group members responded with a series of introductions that were so genuine and revealing that the group esprit de corps was set at that time and grew in depth and appreciation with each meeting.

Inexpensive reading materials included pamphlets published by the Association for Childhood Education, National Association for the Education of Young Children, Bank Street College of Education, and the Anti-Defamation League.

The semester assignment was to study a child in the nursery school. At each session a few of the observations were read and discussed. Teachers reported that they saw the mothers becoming more observant and more understanding of child behavior. The child studies were turned into the instructor and comments were made to help point out certain principles and generalizations.

Nearly all of the mothers chose a topic to study in cooperation with three or four other mothers. As a sample of the work of these committees, the report of the committee on Books follows:

> We chose to consider reading as it affects reading to our own kids at home and reading to kids at school. These are thoughts we had:
>
> 1. What book you read depends on the kids you are reading to and their mood.
> 2. Children enjoy being part of a book and getting into it.
> 3. They enjoy being right when you ask a question and they like to hear you say, "That's right."
> 4. You can't always draw children to you or read a book. They have to want the book read.
> 5. Children like to pick out their own books.
> 6. They enjoy hearing a book read over and over.
> 7. Books are a good way to get children to talk.
> 8. They like repetition.
> 9. Books are a source of information as well as being delightful for stories.
> 10. Children observe the smallest detail in pictures.

All of these points were illustrated by books that the parents had used with children in the nursery schools or at home.

The class had two art workshops and three music workshops during which the mothers had occasion to learn a variety of art and music skills. One highlight was a dance session in which the mothers danced for two hours learning their own unique styles of moving. Another highlight was a tour of the San Francisco State College campus which was carried out as an example of how to plan for and follow up on trips taken. Members told what they would like to see and the tour was organized in this way. They requested to see the laboratory nursery school, the project offices, the dormitories, the cafeteria, the library, and classrooms.

Each week an assignment was made for the mothers to try out in a small way in the nursery school the learning that was being experienced in class. For example, when music was being studied, mothers were asked to lead a small group in a song or a dance.

Members arrived on time, attendance was excellent, assignments were carried out for the most part. The group enjoyed each other and developed a sense of "oneness" rather than feeling themselves as mothers from three schools. Already some of the members have said they want another series next year.

Summer is a difficult time for staffing the nurseries, as student teachers are not available. The staff recently chose to employ two mothers for each school for a period of seven weeks during this summer, rather than employ professionally trained nursery school teachers. Thus, mothers are being recognized for what they can do. Training is paying off for them not only in enhancing their styles of teaching their own children but in giving them an opportunity to realize some of their hopes for further education and for vocational goals. To date a way has not been found to offer credit for the training, but efforts are being made to find a way to overcome this hurdle.

Chapter VIII:

RESEARCH PROCEDURES

The research procedures employed by this project are directed toward three primary objectives:

1. the assessment of behavioral changes in the children of factors related to mental health. These factors include basic trust, autonomy, initiative, cognitive development, and social competence.
2. the assessment of behavioral changes in the families of the nursery school children of factors related to mental health. These factors include social competence, adaptability, and inter-

group acceptance.

3. the assessment of behavioral changes in the families' utilization of community resources and participation in community activities, particularly as these relate to cross-cultural involvement.

This chapter will present the various instruments and methods of data collection which are being used to meet the above objectives. For ease of presentation, this chapter is divided into three major sections: Child Assessment Procedures, Family Assessment Procedures, and Data Organization.

Child Assessment Procedures

To obtain data on the children's initial intellectual status and change over the three-year nursery school period, each child is administered a Stanford-Binet Intelligence Scale, From L-M, at the beginning and at the end of the three year period. In addition, to provide process evaluational data, the Peabody Picture Vocabulary Test (PPVT) is administered to each child at four time points: at the beginning of each school year and at the end of the third year. Recognizing the inherent unreliability of using such instruments with children of such young age, it was nevertheless felt that the data obtained would somewhat accurately reflect the children's intellectual status if administered by a familiar adult who had previously established a friendly relationship with the children. For the Binet testing, a member of the evaluation staff who was both trained in the use of the instrument and was accepted by the children, administered the test. The nursery school teachers were trained in the testing procedures of the PPVT and, because of their day-to-day relationship with the children, found optimum times during the course of the school day to administer it to each child.

Table 1 presents the mean IQ scores obtained on the Binet and the PPVT for each of the three types of residence for the initial testing.

TABLE 1

Mean IQ scores for the initial testing by type of residence

		PUBLIC HOUSING	ST. FRANCIS SQUARE	RANDOM HOUSING	TOTAL
Binet IQ	N*	21	20	20	61
	Mean	93.48	105.85	94.25	97.78
PPVT IQ	N*	20	21	19	60
	Mean	85.05	89.95	93.63	89.45

*The N's of the various groups differ due to untestability of some children.

To measure the social competency of the children, each child was rated by the teaching staff on the Levine-Elzey Social Competency Scale.[1] This scale is designed to provide an accurate rating of the child's characteristic performance in a wide range of social interaction situations and self-directed activity. Since the Levine-Elzey yields percentiles based upon the sex of the children, Table 2 presents the social competency percentile ranks for the male and female children by type of residence.

TABLE 2

Levine-Elzey Social Competency percentiles
for male and female children
by type of residence for the initial rating

		PUBLIC HOUSING	ST. FRANCIS SQUARE	RANDOM
Males:	N	15	7	11
	Mean	51.5	73.6	57.5
	Percentile	20	65	31
Females:	N	8	14	10
	Mean	61.5	65.6	65.6
	Percentile	29	42	42

To obtain process data, social competency ratings are made by the teachers at the beginning of each school year and at the end of the project.

The nursery school program has as part of its objectives the development of basic trust, initiative, and autonomy. The underlying rationale and full description of the need for developing these attributes at the nursery school age level is presented in Chapter IV. To provide some data on the status and growth of the children in these areas a rating scale, called the Behavior Rating Scale, was developed.

The scale, presented as Appendix IV, contains ten items to be rated by the teacher for each of the subscales of Trust, Initiative, and Autonomy. Because of the experimental nature of this first form of the scale, its use as a reliable and valid instrument in unknown. However, in rating children on this scale, the content of the items serve as a reminder to the staff of those specific behaviors that foster the attributes of trust, initiative and autonomy, thereby providing cues for program. Ratings on each child were obtained at the initiation of the project and are obtained at the end of each school year.

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[1] Levine, S. and Elzey, F., Development of a Social Competency Scale for Preschool Children, Final Report, USOE Project No. 5-0595, Feb. 1968.

The language development of the nursery school children is an important aspect of the school program. To obtain data on the children's use of language, a Language Description Scale was developed which includes ratings on a series of items, and, additionally, requires that the rater provide descriptive illustrations and a narrative summary of the child's language development. This scale is included in this report as Appendix V.

This instrument provides an assessment of the child's use of language in a comprehensive way. It measures how children grow not only in the more obvious uses of language but also in the ways their language expresses their general state of being. That is, how their voices reveal their characteristic emotional states, how their use of language reflects their ways of thinking and of relating to others.

Ratings are obtained on the language scale at the end of each of the three school years.

Because of the lack of normative or comparative data on the Behavior Rating Scale and the Language Description Scale, the initial status scores of the children are not presented in this report. The presentation of statistical data obtained from these scales will be meaningful in terms of the analyzing of amount of change detected by these instruments over the three-year period.

In addition to the assessment of intelligence, social competency, and language development of the children, another major source of data on the behavior and development of the children is supplied by the teachers' weekly reporting of the activities of each child. To facilitate this weekly anecdotal reporting by the teahers, a Stenorette dictating recorder was supplied to each of the three schools. Since each school enrolls approximately twenty children, the three teachers in each school, after discussion, dictate daily a behavioral report on approximately four enrollees. To aid in the recall of behavior that is considered pertinent for recording in the weekly anecdotal report, the teachers maintain daily notes on the activities of all the children. Thus, there is a comprehensive weekly reporting on each child which depicts his behavior in the school, his growth and development, and the goals and objectives that the teachers have for him. These weekly anecdotal reports are typed and filed in the child's record. They are comprehensive descriptive statements of the child's activities during the week, with special emphasis given to behavioral examples, rather than to global statements or generalizations. This emphasis upon concrete examples of child behavior as documentary evidence is especially crucial since one of the major objectives of the study is the tracing of the child's development over the three-year period regarding progress noted in behavioral terms. (See Appendix VI for suggestions given to teachers) A typical example of a teaching staff's weekly anecdotal report for a child follows:

> Peter has a hard time separating from his parents. Peter cries very easily, hangs on to his mother. In school he will ask one of the teachers to hold him for long periods of time. Generally Peter will go about playing either in solitude or with one child who allows him to tag along; this is Peter's only chance to play with another child.
>
> On rare occasions he and several of the kids will engage in quite vigorous activity with the male teacher, playing such games as Batman or chasing each other. Most of the time, however, he will choose a child and simply tag along.
>
> He likes to hear stories and often brings books from his own home which sometimes are quite advanced. He wants to carry the books under his arm most of the day and holds on to them like a security blanket. He is ready to be read to if anyone offers.
>
> Peter is beginning to take some interest in art activities. He always shows his work to his mother as soon as he sees her at the door at the school, as if to say, "See, mommy, look what I did today." She doesn't respond very much to his eager pleas because of her being distracted by the stroller and infant she usually has with her when she comes for Peter. And he will deposit whatever it is for her and then seems to be satisfied that she has received his work for the day.

These weekly anecdotal reports are maintained in locked files in the project central office and are available to the teaching staff as a source of information and for review.

In addition to the anecdotal reports provided by the teaching staff, periodic child assessments are prepared which summarize the current status of the child and his growth and development over a period of time. The first assessment report was prepared for each child approximately six months after the opening of the nursery schools. These assessments were made by the teaching staff of each school for each child in that school. (Family assessments were concurrently prepared for each family and are described in the next section of this chapter.) The anecdotal reports, as well as all other data in the files on a given child, were reviewed prior to the preparation of the assessment report. For the first child assessment, the teachers were asked to specifically respond to the following questions:

1. What have you learned about the child's health and stamina: nutrition, colds, sleeping habits, special problems?
2. How would you describe this child's participation in the nursery school: social, emotional, intellectual?
3. How would you describe this child's inner resources: need for adults, for peers, for special play objects?
4. What special problems does this child pose for you?
5. What changes have you seen in this child since school started?
6. What kind of individualized program does this child need?
7. What specific plans do you have for this child's experiences in nursery school for the next year?

Of course, in their reporting the teaching staff were not limited to the above questions; rather, they were encouraged to provide a comprehensive assessment on any area which they deemed important. Specific focus was made on designating future goals for the child. An example of the type of assessment reports made by the teachers for each child follows:

> Claudia's health seems to be pretty good. She is well-nourished, but does have colds sometimes. Her sleeping habits are not too good -- she stays up late at night, probably because she wants to be with her mother rather than because of any sleep problem. Within the last couple of months, she has gotten her own room; before that, she and her mother shared a bed. Now that she has her own room, I would think her sleeping habits will improve.
>
> Claudia is a mature little girl. She's able to express herself very well. She did have some separation problems at first, but now she is able to leave her mother easily. She also showed anxiety around strangers, but this too has lessened. Her one friend has been Bessie. She doesn't ask for much help from adults but is beginning to ask more now when she needs it. She usually wanders from activity to activity with no sustained participation, for she doesn't initiate activities herself. While at school, she seems very happy and cheerful. She has a pleasant disposition. Claudia needs to trust herself more in situations, for she can be easily upset if her confidence is threatened. She is absolutely thrilled when praised in any way. She likes playing in the doll corner where she's quite imaginative. She is well-coordinated and poses no special behavior problems in the school.
>
> The major changes that we've seen in Claudia are increased confidence in herself, and some increased relationship with other children and adults. One of the goals that we have for ourselves

> is to be more aware and supportive of Claudia's needs when she's rejected by her peers. We also want to help broaden her relationships with the whole group, instead of one or two children. We would like to find some other activities which will sustain her interest over a longer period of time and in which she can begin to develop some skill and confidence. We think this may be in the area of books and storytelling, since she's very verbal and we'll test this out in the fall.

The second, or mid-project, assessment was prepared following a review of the child's anecdotal reports, and consultation with the research and social work staff. It drew upon all of the available data on the child and was primarily, but not exclusively, focused upon: (1) the present status of the child; (2) the changes which have occurred in the child since the prior assessment report; (3) present needs or weaknesses in the child; and (4) specific objectives for working with the child to meet these. An excerpt of a mid-project assessment follows:

> She also is doing things now that she never has done before in school, in particular, making some suggestions for the direction of play. Before Rayetta would simply go on with whatever someone else was suggesting, which was usually housekeeping of some sort. And they usually made Rayetta be the baby because she was no objecting in any way, and she would simply be loaded into the carriage and pushed around. And if she protested as all, they would say, "I'm not going to be your friend," or something. And she did not put up much of a fuss. As a matter of fact, she would sit there for long, long periods of time, saying absolutely nothing as if she just didn't know how to get out of the situation she was in. She will now vehemently say "no" and she will then make some suggestions herself on the way things should go. And she is being listened to. What will happen now is that Rayetta is beginning to just walk away if things do not go her way and is taking part in lots of different activities. Sometimes she will come to the art table late after having been in another room, arriving when the art project is about to be finished. But she will insist on doing one, and continue to say "I want to make one, too. I want to make one, too," and will then walk over and look right into your eyes and say, "Teacher, I want to do this, I want to do that. Can I do this?" Usually Rayetta gets results because this is quite unusual for her, and people are listening when she talks.
>
> Another way in which Rayetta's play has changed is that she is beginning to mimic other kids and follow their speech patterns and is enjoying it very much. She will take a phrase that a child has used and will repeat it, saying for an example, "Johnny said 'moo moo'," or something of this order, and then she

> will just laugh and keep doing this until another child and then another join with her. And they're all having quite a time with it, and then someone else will repeat another child's statement and everyone joins in saying this. Therefore, Rayetta is picking up speech patterns and is using them over and over in her daily language.

Descriptive data on the children are also provided from many sources in addition to that provided by the teaching staff. Reports of observers, descriptions provided by parents, and information gathered by the social work staff, project research staff, and from any other source are incorporated into the data file of the children. The manner in which this data is maintained and organized is presented in the section on Data Organization.

Family Assessment Procedures

Because two of the three primary objectives of the project are focused on the assessment of behavioral changes in the project families, it was incumbent upon the research staff to develop methods for determining and reporting the status of the family at the initiation of the project and for detecting and describing the changes in the family that occur during the progress of the project.

The desire to obtain specific behavioral data to reflect the status and change in the families (as opposed to global, intuitive generalizations) require that a number of sources and systems of data collection be employed. These may be divided into three general types of data:

1. weekly anecdotal reports and periodic assessment reports by the teaching and research staffs;
2. formal and semi-formal interviews with family members;
3. reports from other sources, such as the social work staff, project staff, student teachers, and parents.

Because family data are available from a wide variety of sources, an "open file" system was designed to accommodate information from any source. This data file system is described in the next section, Data Organization.

Weekly anecdotal reports and periodic assessments. The weekly anecdotal reports on the family are prepared at the same time as the weekly reports on the child, and that data is gathered in much the same manner: the teaching staff maintains daily notes on the amount and quality of the families' involvement in the nursery school program and related activities, and dictates a weekly anecdotal report on each family. In this report, emphasis is made upon descriptive data with specific examples of parent involvement. For these reports the teachers draw upon all contacts they have with the parents, whether it be on the floor of the nursery school, at parent meetings, at social gatherings, in telephone conversations, or from any other source. These weekly anecdotal reports on the families are considered one of the prime data records for depicting the status and the change in the families. An example of a weekly anecdotal report on a family follows:

> It's interesting to note a situation that occurred around a sewing machine. The social work student who comes to see them observed that Mrs. Ortega was doing a lot of sewing but did not have a machine and offered her one that a friend was planning on giving away. Mrs. Ortega gratefully accepted it. It arrived this week, and Mrs. Ortega told me that it was an extremely heavy machine and she could barely lift it to put it on the table. While she was downtown during the week she went into the Singer store and got caught up in the idea of buying a new sewing machine so she used this one that was given her as a trade-in. She got very little allowance on it, but did buy a cabinet model machine that will cost her $200.00. She told me that she is planning to pay it off over the next 18 months at $11.50 a month and said that she was quite sure that whether she continued to work or not, she would be able to pay off the debt.
>
> Besides baby sitting, she has a temporary job in a cleaning store right down the street from her. The proprietor's wife is now out sick and Mrs. Ortega works from 9:00 to 11:00 and 3:00 to 5:00 each day. She is receiving $1.75 an hour for it plus the money from any alterations that have to be done. With all this income right now, she felt she could definitely arrange to have the $11.50 payment. She also told me that no matter whether she worked or not, she thought she could budget herself for this sewing machine that was extremely important to her. This is a real first for Mrs. Ortega, because she is saying, in effect, "I care about having something, and I am going to make sure that I have it and will not allow my husband to talk me out of this." She has not told Mr. Ortega but seemed quite certain that she could tell him with ease, and no matter what happens she will arrange to have this sewing machine and pay it off.

Concurrently with the preparation of the child periodic assessments, the teachers prepare an assessment of the family. The first assessment report on the family was prepared after approximately six months of the nursery school period had elapsed. The teaching staff of each school conferred and, after reviewing their anecdotal reports on the families, prepared an assessment of each family with specific attention given to answering the following questions:

1. What do you know about family routines, health, ways of meeting crises?
2. What do you know about employment stability, recreation patterns, friendships?
3. Describe the kind of participation and involvement of family members in the nursery school. (Include siblings or anyone else who has a continuing relationship with family.)
4. How active is this family (detail by members) in the neighborhood or larger community? We are specifically interested in cross-cultural involvement.
5. How is this child seen by his mother, by his father?
6. How would you describe the personal resources of this family? (Intelligence, academic achievement, social competence.)
7. What do you know about the goals of this family for themselves and their children?
8. How would you describe the mental health of this family?
9. What change (if any) have you perceived in any of the members of the family?
10. Are there any special services or helps that this family needs: counseling, tutorial, personal needs?
11. What specific objectives do you have for further involvement of the family in the project?

The second, or mid-project, family assessment was prepared at the same time as the child mid-project assessment, and was done in a similar manner. Specific attention was given to (1) assessing the current status of the family; (2) describing changes that have occurred in the family since the prior assessment; and (3) stating objectives for involving the family and designating areas in which they may need help. An excerpt of a mid-project family assessment follows:

> Mrs. Reynolds of course has been very active in the school. She comes almost every day; she assists on the floor, often cleaning up, or putting things out and working with the children, too. She shows that she can work with others than her own. She sometimes brings Fred, her son. She seems quite patient with the children, but is not demonstrative of any affection. She is quiet spoken, gets along with the other parents, and seems to be well liked.
>
> In contrast, Mr. Reynolds is a coarse, outspoken, harsh man who yells instead of talking, who grabs instead of leading with his

> hands. He especially seems to have had strong reactions to the toilet training of the children, and we have heard him telling Mrs. Smith how he trained the children. He told her he made them sit on the potty chair until they were through with their business, even if it took them several hours. If they had an accident, he would spank them with the belt so that they would understand. This ties in with what we have observed of Mary, who will not go to the bathroom at school. She runs home to use her own potty chair.
>
> Mr. Reynolds has been picking up Mary more often in the last few weeks. He seems friendlier toward us in a joking sort of way. We've talked about his job, the union and some of the problems in the neighborhood. Every time he has offered to mend equipment we have seen to it that we set up a job which would have to be done at school so that we could get him to stay here and observe at the same time.
>
> We notice that he has become somewhat more open in his criticism of the way we handle the children. We have decided not to challenge this or get upset by it. We think we are making some headway with this approach.

Interviews with the family. The first formal interview with the family was the intake interview and was conducted in the home of the family. The project director or a member of the research staff conducted the interview which was tape recorded, and later transcribed as a permanent part of the research data. A teacher from the school which the child was to attend was also present.

The purpose of the intake interview was to elicit information about child-rearing practices, family background, attitudes toward individuals of other economic and ethnic groups, family constellation and history, mobility, education, degree and range of participation in community activities, and attitudes toward school and church. The parent was asked to have the child present if possible. The teacher's role was to make some assessments of family life style and mother-child interaction. Since the intake interview was designed to obtain a sample of mother-child interaction, all interviews were with mothers, with one exception -- in two cases the father was also present.

There was a minimum amount of overt apprehension about the tape recorder. Often the child's interest in the instrument broke the ice and enabled the parent to relax about being taped. There seemed to be no apprehension about the teachers' accompanying the interviewer. In fact, many families were pleased to meet the teacher, and, for the most part, mothers talked freely. The tapes were saved so that comparisons in voice quality, fluency, etc., may be made between the first interview and the last one. Some of the interviews were difficult to transcribe because of voice quality. A modified form of the interview will be repeated at the end of the project. A copy of the intake interview schedule is included in this report as Appendix VII.

The adaptability of the mother is viewed as a critical factor in developing unity of personality as well as in being able to perceive the world correctly. The intensive participation of the parents in the nursery school program encourages and promotes adaptability in patterns of adult-child relations. In order to assess the adaptability of the mothers of the children in this project, a parent adaptability interview is conducted with each mother by a member of the research staff. This adaptability interview is tape recorded. The format of the interview is designed to obtain data on how the parent copes with the daily problematic situations in the socialization and enculturation experiences of her child. Appendix VIII presents instructions for conducting the interview. The essential element in the interview is the degree to which the parent is able to specify the factors that are operating in any given situation and the parent's ability to perceive behavior oriented toward achieving particular and meaningful goals. Three components of adaptability are assessed: Flexibility, Empathy, and Motivation. Criteria for assessing each of these components have been established in a previous study.[1]

In order to detect changes in the parent's adaptability over the three year period of the project, adaptability interviews are undertaken at the beginning and at the end of the period.

At the end of each school year, there is a formal parent-teacher conference in which the teaching staff of each school visits each home and confers with the parents regarding the child's performance, growth, and development during the subsequent year. Specific emphasis is given during this conference to planning for the future experiences of the child, not only insofar as nursery school is concerned, but also the vital part the family can play in furthering the child's development. These parent-teacher conferences tend to "formalize" the relationship between teacher and parents which have been developed throughout the year on a less formal basis. Immediately after conducting the parent-teacher conference, the teaching staff tape records a report of the conference which is then entered into the permanent data file.

As mentioned in the section on child assessment procedure, a number of formal instruments and rating scales were used to assess the initial status of the children. Parents, of course, were aware that their children were being rated and wished to know the results of these ratings. In order to give feedback to the parents and to obtain additional information regarding the parents' attitude toward intelligence tests, rating instruments, etc., a member of the research staff visited each home and conducted a "feedback" interview with the parents. The staff member discussed the child's standing relative to his nursery school, the entire project school group, and the national norms, where available. Care was given not to provide parents with specific scores but rather to speak generally regarding the child's standind. At the conclusion of the interview, the research staff member filed a report on the nature and content of the "feedback" interview.

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[1] Cain, L. and Levine, S., Parent Adaptability Interview Schedule, San Francisco State College, 1961.

Reports from other sources. Many project staff members and non-staff personnel come into contact with the families of this project. The frequency and quality of these contacts vary widely. Nevertheless, because of the comprehensive nature of ths study and the depth with which each family is being followed, information from any of the many sources available is included as part of the data. These may include studies conducted by graduate students who are doing field work with parents and children in this study, from social work student contacts, from public and private agency records, etc. In addition, reports on all parent meetings of whatever nature, are reported and entered as a part of the family data.

The Home Task program described earlier in this report provides an excellent opportunity to obtain systematic data regarding the use of the task, the home conditions surrounding its use, the degree of acceptance of the task by the parent and child, as well as other items of information. Because of the regular nature of the visits extended over twenty-seven weeks, with each family receiving all of the twenty-seven tasks, a data collection system employing the use of IBM mark-sense cards was devised to facilitate the collection of this mass of data. One card is completed by the visitor immediately following each visit to the home. A series of multiple choice items were developed which permits the visitor to easily record the pertinent information. The seventeen items which are rated by the visitor are included in this report as Appendix IX. Most of the ratings can be made on the basis of the observations of the visitor. However, to rate certain items, the visitor must obtain information by asking the parents the following questions:

- How difficult was this task for the child?
- How often did you use the task with the child?
- (If appropriate) Why didn't you give the task every day?
- How was the task used? Did you do anything else with it? Etc.
- How did you like the task? (parent)
- How did the child like the task?

In addition to the ratings, the family code number, the visit number, and the home task identification number were also recorded on the IBM card. The home visitor was encouraged to make comments on the reverse of the card regarding unusual circumstances surrounding the visit.

There being twenty-seven tasks, each delivered to approximately sixty families, there will be approximately 1620 ratings made during this aspect of the project. These can be analyzed in terms of differences in ratings between residence areas, differences in the content of the tasks, changes in ratings over time, etc.

In order to ascertain teachers' ratings on the amount of parent participation in NICE schools and to obtain the teachers' impressions of the status of the families, and instrument entitled The Family Status & Participation Questionnaire was devised, which permitted each teacher to rate each family on thirteen variables. For each variable, each teacher rated each family on a four point scale, the categories being ranked from "NONE" to "MUCH" or "HIGH." The ratings were made by assigning each family to one of the four ranked categories. Each teacher was provided with a set of cards, containing the names and code numbers of the families. After sorting the cards into the four ranked categories, the teacher then wrote the code numbers of the parents on the response form which was provided for each variable. This procedure was repeated for each of the thirteen variables. There was no predetermined number of families to be designated for each category. Thus, the teachers had the freedom to assign as few or as many families to a category as he felt appropriate. In addition to the four ranked categories, a separate category labelled "NO INFORMATION" was available for assigning families whom the teachers felt they could not reliably rate because of lack of familiarity or lack of information.

The thirteen variables and the category descriptions are listed below:

1. Participation of mothers in nursery school morning program
   NONE SLIGHT MODERATE MUCH

2. Amount of interaction with teachers (current)
   NONE SLIGHT MODERATE MUCH

3. Participation of adults in extra-curricular nursery school activities (parties, raffles, sewing, home economics, etc.)
   NONE SLIGHT MODERATE MUCH

4. Participation of fathers in nursery school morning program
   NONE SLIGHT MODERATE MUCH

5. Use of community resources (library, clinics, etc.)
   NONE SLIGHT MODERATE MUCH

6. Current status of child rearing practices in the home
   POOR MODERATE GOOD EXCELLENT

7. Takes responsibility for aspects of home-school activities (held parent meetings at home, prepared tickets for raffles, arranged for nursery school activities, etc.)
   NONE SLIGHT MODERATE MUCH

8. Social competency of the family (the degree to which a family helps itself, solves its own problems, takes responsibility for own actions, and is aware of social amenities)
   LOW SLIGHTLY LOW SLIGHTLY HIGH HIGH

9. Stability of the family (the family's management of the daily routines as well as coping with crises)
   UNSTABLE SOMEWHAT UNSTABLE SOMEWHAT STABLE STABLE

10. Amount of father's interaction with teachers (current)
    NONE SLIGHT MODERATE MUCH

11. Involvement in community (neighborhood clubs, church groups, poverty board activities, etc.)

    -- with other parents like themselves (same race, socio-economic group)
    NONE SLIGHT MODERATE MUCH

12. -- with other parents unlike themselves (different race, socio-economic group, etc.)
    NONE SLIGHT MODERATE MUCH

13. Provides parental "tender loving care" of the family unit
    NONE SLIGHT MODERATE MUCH

Independent ratings were obtained from the three teachers in each school for the families served by that school. This independence was assured by administering the instrument to all teachers simultaneously under conditions that did not permit interaction among them. Further, the teachers had not been previously informed as to the nature of the variables for which ratings were being requested.

Admittedly, when requesting teachers to judge their families in such undefined categories as "NONE", "SLIGHT", "MODERATE", and "MUCH" the rating a teacher assigns to any particular family is an indication of how that family is relative to how the teacher sees the families in that particular school. Thus, it is possible that what is defined as "MUCH" by one teacher may be defined as "MODERATE" by another teacher in the same school. Also, what is seen as "EXCELLENT" by the teachers in one school may be judged as only "GOOD" by the teachers in another school. Because of the relative nature of these ratings, cross-school comparisons are of little value.

On the other hand, within-school comparisons provide an indication of how the teachers view the family, and an examination of differences among the teachers' evaluations of a family reveals perceptual differences which otherwise may have gone unnoticed. Ratings using the Family Status and Participation Questionnaire will be obtained periodically during the project to provide one index of change and to detect differences in teacher perceptions of the families.

Data Organization

As indicated in the preceding sections, data on the children and families cover, in depth, a wide range of topics, and come from a variety of sources. As a consequence, a large mass of narrative material on each child and family rapidly accumulates and it became necessary to establish a data filing system which would permit both ease of filing and immediate access for reference regarding any particular aspect of the child or family.

To accomplish this, a system of identification and categorization of information was essential. The following procedure is currently in use:

1. All narrative material is typed, in duplicate.
2. A separate file is maintained for each child, and for each family. An identification number is assigned to each child, and that number is also used for his family. This I.D. number designated the child's sex, race, residence area, and nursery school assignment. Where there are two children in a family, each child is assigned a separate I.D. number.
3. Each document in the file is assigned a Document Identification Code, which identifies it according to its type; i.e., ANEC for anecdotal reports, ADAPT for Adaptability interviews, etc. Each document is numbered in the order in which it is received, thus the number of the document indicates its order, chronologically. Each document is also identified by its originator's name and the date of preparation.
4. Because of the mass of narrative material which is produced during the course of this project, it immediately became necessary to devise a system for "cataloging" and cross-referencing the information so that data on any topic for any individual could be easily obtained.

To accomplish Item 4, a series of "Quick Reference" sheets are maintained for each child and for each family. Each Quick Reference sheet provides a listing of the location of all data pertaining to a specific topic, and a very brief descriptive statement of the content of the reference. For example, the Quick Reference sheet for the "Family's Current Life Style" may include such listings as:

INTAKE	meals are prepared by older sister
ANEC 4	family seldom eats together
ADAPT	father visits home only on Saturday evenings

Such listings direct the reader to the documents which contain a complete description of the content alluded to in the brief statement.

The Document Identification Code is listed so that the reader may locate, in the document files, the document containing the full narrative relative to the topic. The brief statement is used as a summary and as a guide to the content of the material in the document file. Following is a listing of the categories of topics for which Quick Reference Sheets are prepared:

CHILD RECORD

C-1 Medical Information
    A. Health History
    B. Current Health

C-2 Developmental - physical, emotional, mental, social
    A. History
    B. Current
    C. Test Data

C-3 Daily Routine
    A. History
    B. Current, i.e., home, school

C-4 Child's Perception
    A. Of self
    B. Of others

FAMILY RECORD

F-1 Medical Information
    A. Health history
    B. Current health

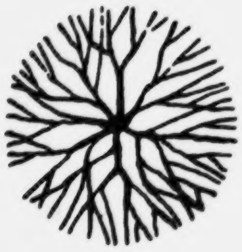
F-2 Demographic Data
    A. History - past socio-economic status
        1. Moves
        2. Occupation
        3. Family Constellation
        4. Educational background
        5. Income level
    B. Current - socio-economic status plus changes during duration of project

F-3 Life Style
    A. History
        1. Routines
        2. Critical events
    B. Current - typical day

F-4 Community Resources
    A. History of participation, use
    B. Current participation, use, awareness
    C. Attitudes and expectations toward

F-5 Perceptions of family, attitudes, impressions, hunches
    A. By family
    B. By others - i.e., neighbors, staff, school families, other agencies

Because Quick Reference Sheets are maintained separately for each child and for each family for each topic, there is immediate reference and access to any type of information contained in the document file. For example, if it is desired to obtain a complete listing of all of the documents presenting information as to how the child perceived himself, these documents are listed on the child's Quick Reference Sheet C-4, along with a short statement regarding the content of the data contained in each document. If a researcher wishes to compile statistics on the use of community resources of all the St. Francis Square families, he can examine the Quick Reference Sheet F-4 for that group of families. Thus, extracting specific information on any child or family, or groups of children or families, is facilitated by the use of the Quick Reference Sheets.



Chapter IX:
SUMMARY AND HOPES

The summary presented herein necessarily must be incomplete and inconclusive, as the project is at mid-point. Some of the effects of a cross-cultural nursery school as an instrument for promoting mental health in a community that is being subjected to the stresses of redevelopment are highlighted in this summary.

Referral Help

Out of the sample of 61 families, active intervention for the purpose of improving mental health has occurred with 31 families. Nine of these families initiated the help themselves; teachers have indicated that help was needed in 20 families and the social worker initiated help in two instances. The families needing help include all segments of the sample and are distributed throughout the sample.

The largest single focus for referral (20 instances) has been child behavior problems. Nine of these 20 behavior problems were older siblings of the nursery school two and three year olds. This causes the staff to reflect upon the preventive as well as the curative aspects of mental health that the project is bringing into focus. Such questions as these have been raised:

1. Is the mental health of the homes of these older siblings improved because the children and their mothers are receiving consultation? In other words, have their homes become more therapeutic?
2. If so, are the odds greater that the younger children may avoid having problems similar to those of their siblings?
3. Since help has been obtained for the older children and their mothers, are not the younger children more likely to have the opportunity to grow in an environment that is more conducive to mental health?

Definite improvement has been seen in about 60% of those who have been referred. Four referrals have been made which will require long-term intervention.

In addition, marital counseling has been given to six families and three families have been counseled about health problems and child rearing problems.

Teacher Help with Children

Another, less dramatic but more pervasive, intervention has been that which has taken place and is continuing as teachers identify a special need of a child and a method is devised to care for that need. If a child doesn't talk, an individual is assigned to that child to try to encourage him to feel like talking. If a child lacks a male model in his life, he is the one who is selected to go with the male teacher to buy fish for the aquarium. If a child just sits and looks blank, special attention is given to be sure he hears his name frequently, that someone is close to him smiling, inviting. And his mother is visited to help her understand how important regular attendance is for this child. This type of preventive mental health process is occurring with all of the children. The staff estimates that because of the depth of their knowledge and understanding of their families' lives, there are only about six or seven families who have not had some special help that could be considered directly related to mental health.

If one believes, as does the staff, that attaining competence and adequacy and having a zest for learning are necessary components of mental health, then the central focus of the program is contributing immeasurably to mental health.

During the next year and a half staff anticipates that the children in the NICE schools will experience a growth spurt that will enable them to cope much more successfully as they enter their next schooling experience. Since those children who need special help are being identified and referred for help, early intervention for them should yield more immediate response than if the child went unnoticed until five years of age. Plans are being made for a program next year that will focus the child's attention upon those cognitive skills for which he shows signs of being ready.

Parent Mental Health

The parents in the nursery school are evidencing signs of better mental health. They are becoming much more socially competent as seen in the ways they function in the nursery school. This year they have managed the schools one day a week with some student teaching help. However, they were in charge. They opened the school, prepared for the day, and cleaned up, as well as taught during the morning session. They have been on time; some parents who have been on time have been regularly on time in opening up the school each Friday morning. In fact, parents are learning more realistic time concepts.

Members of the staff frequently are told that the relationships of parents and their children are subject to less tension. Characteristic of a kind of remark often made is, "I wish I had known what I know now when my two older children were babies." Teachers see less use of the belt, less impatience, less unreasonable prescription.

Nearly 50% of the mothers have taken leadership in some committee activities -- taking minutes of meetings, speaking on their feet in public meetings, chairing meetings. One of the growths in the parent body has been the encouragement of those who already "know how" or those who are inclined to "hang back." Middle-income parents often refrain from volunteering and in this way time is given to more reluctant, shy members to get enough courage to volunteer.

Some intergroup friendships are forming. Children are leading their parents in many instances. In one school, some children have decided they want to go home with other children. As a result much visitation between residential areas and racial lines has occurred. Some black-white associations have begun to take place outside the nursery school environment. A few mothers went swimming together. Others have gone to the park for picnics and to the Straight Theater. This goal of intergroup association away from the nursery school is only beginning to take hold and is certainly not characteristic of the major part of the sample.

To date the project has been unsuccessful in involving fathers, except in a few instances and in a rather superficial way. A few parents, although participating in a cross-cultural nursery school and mouthing the goals, are not making an effort to examine their own covert racism.

A few are overtly hostile to members whom they perceive as inferior to themselves. One recent incident was when a Negro mother called on a Caucasian mother to see why she hadn't been participating in the school. The Caucasian kept the Negro woman at the door and said that her house wasn't open for people to just drop in. She later asked the teacher not to send a Negro to see her ever again.

Such blatant incidents are rare, but the staff recognizes that racism is pervasive in our culture and is not something that can be eliminated easily. To date the project has been able to maintain itself in a part of the City wherein "black power" and separatism are strong forces. A year ago threats were being made that the project would be pushed out of at least one of its facilities. Relations seem better at this writing. A dialogue has begun with some of those who profess a different orientation from that endorsed by NICE.

The parents are forming a Parent Advisory Council. The hopes are that this council will become self-directed enough to deal with some of the major issues within the community which impinge upon the schools. Parent Training will continue, and hopefully the skills parents have acquired will be recognized by the public schools and utilized. A further hope is that funds may be forthcoming to continue supporting the development of self-direction and cross-cultural acceptance which is beginning to become important to many of the NICE families.

Appendix I: SUGGESTIONS FOR LOG NOTATIONS

We need to have a log kept for each nursery school. In the log will go notations that have to do with the operating of a changing, dynamic nursery school and notations that have to do with generalized statements about the operation of the school. It will be difficult at times to separate log from stenorette notations, but as we gain more experience with the stenorette we will be able to make these distinctions. For example, if "it's been a generally lousy day" that would be a log notation, but if Mrs. X called Mrs. Y a "liar" that would be a stenorette notation.

The purpose of the log is to give us a historical record of what we did in the nursery school over a three-year period. I am attaching some materials that may be helpful to you as you make log or stenorette notations.

1. "Promises" we made to NIMH when we presented the project about the characteristics of NICE schools.
    a. Major emphasis on use of hardware of 1966 -
        1. Cash registers
        2. Industrial waste
        3. Containers of our day
        4. Gadgetry
    b. Materials designed to maximize problem-solving
    c. Activities that have continuity in order to develop a sense of the future and of delayed gratification, i.e., raising hamsters, 1 month; planting seeds; making a picture book of each child and his family to show change over a 3 year time; raising silk worms.
    d. Individualization of processes
    e. Relationships with trusting adults
    f. Attention to kind and sequence of stimulation
    g. Maximum opportunities for exploration and creativity
    h. Attention to shoulder to shoulder learning
    i. Development of a family center, with all that implies
    j. Opportunities to express hostility
    k. Involvement of parents in flexible, ever-changing participation patterns
    l. Development of teaching strategies for fostering trust, autonomy, initiative. (Strategies for psychological weaning)
    m. Respect for open-ended, experimental approaches and yet avoid a laissez-faire attitude

   n. Bringing nursery school to the home
   o. Appreciation of skillful use of hands and of tools

2. Significant outcomes we seek.
   a. Specifics of cultural deprivation in behavioral terms for families and children. Ex.: excessive time spent in darkened room watching adult TV
   b. Different styles of mother-child interactions
   c. Ways of reinforcing mental health goals of nursery school in the home setting, with total family unit
   d. Description of processes used in developing a nursery school in a cross-cultural community. (Problems encounteres, values realized, programs developed and outcomes)
   e. Suggestions for a model facility: outdoor and indoor
   f. Some innovative play equipment
   g. Description of community dynamics

3. Observations we would like to have of child or family.
   a. Incidents revealing self-concept of the child
   b. Response to novel situations
   c. Response to complex stimuli
   d. Response to frustration and conflict
   e. Capacity to express and accept aggression
   f. Tolerance for ambiguity
   g. Response to unexpected situations
   h. Verbal fluency
   i. Capacity to see and use alternative actions or behavior to solve problems

4. What is mental health? We are a mental health project. What do we mean by mental health? According to Bower:
   a. Ability to adapt to one's environment
   b. Ability to perceive reality accurately
   c. Ability to manage stress healthfully
   d. Ability to stand on one's own two feet
   e. Ability to learn and a feeling of well being
   f. Ability to attain competence in *knowing* as well as *feeling*. These lead to adequacy in love, work, play, interpersonal relations.

5. Questions we might ask ourselves about our children and families*
   a. Does the family provide the child with sufficient affective nutrient and home base support? If so, how do you describe this?
   b. Do the health agencies provide basic biological, developmental, and medical guidance? If so, how do you describe this?
   c. Are our schools (play agencies) providing the children experiences prerequisite to the use of symbols? If so, what are these experiences? Describe. Are symbols correctly related to environmental referents? (fidelity)
   d. Are our children learning how to evaluate information efficiently? (differentiation)
   e. Are our schools helping the children and their families to control and regulate aggressive and impulsive drives? (pacing)
      1. One good way to develop competency in pacing is by introducing humor into the curriculum
      2. Another good way is through role-playing, puppetry, etc.
   f. Are our schools expanding personalities by developing new concepts and metaphors? (expansion)
      1. Use of alternatives and choices is related
      2. Types of literature give a handle to expensiveness, as do building activities
   g. Are our schools helping to develop integrative processes?
      1. How are children and families being helped to tie symbols into some forms of doing?
      2. Are we helping individuals to cope successfully?
      3. Are we helping individuals to relate one thing to another?
      4. Are we noting the various personal styles of integration?

6. Some ways to involve total family (we will be able to lengthen this list as we move through the three years)
   a. Actual participation in nursery school
   b. Consumer education for adults
   c. Baby-sitting instruction for teen-agers
   d. Tutorial help for siblings
   e. Parent conferences
   f. Small group meetings
   g. Making things for nursery school

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*Extrapolated from: Bower, Eli: The Achievement of Competency.

    h. Channel to other agencies in community to meet needs

7. Some ideas from Florence Pirofski on Development of the adaptive process:
    a. Adapting to demands from environment
    b. Gratifying own needs in environment is primary
        1. Stress and conflict come in, such as:
            - Birth of sibling
            - Entering school
            - Illness
            - Going to doctor
            - Moving
            - Separation
    c. "Coping with" or "defending against" two means of adapting (How do we assess the difference?)
    d. Integrative functions
        - Related to multiplicity of stimuli
    e. Orientation function
    f. Assimilation function
        1. Scanning - latent learning - eye
        2. Tactile way of assimilating - touch
        3. Repetition
    g. Anticipatory function
        1. New environmental forces

Appendix II: PARENT ADVISORY COUNCIL

NURSERIES IN CROSS-CULTURAL EDUCATION
San Francisco State College
1600 Holloway Ave., S. F. 94132

May 14, 1968

Dear Parents:

The first meeting of the Parent Advisory Council was held Thursday, May 9 at 8:00 p.m. in the nursery of the Buchanan Street Y.M.C.A. Members present representing all three schools were: Jessie Abrams and Helen Wong (Church), Maureen Connor, Frankie Maxwell and Mary Lee Wilbert (Westside), and Joan Johnson, La Dorothea Thomas, David Williams, and alternate, Mattie McDaniels (Y.M.C.A.). Edwina Hawbecker, parent from Westside Nursery was also present.

An Interviewing Committee was formed to select three teen-agers and three alternates to fill jobs in the schools this summer. The three member committee are: Jessie Abrams and La Dorothea Thomas (parents), and Doris Grant (teacher).

The next meeting of the P.A.C. will be held on THURSDAY, MAY 23, at 8:00 p.m. in the Westside Courts Nursery, 2400 Post Street. All interested parents are invited to attend all meetings.

As we will have election of officers and business that needs our immediate attention, I strongly urge all Council members to please be present and on time.

Sincerely,

Frankie N. Maxwell
Chairman, Parent Advisory
Council (P.A.C.)

Appendix III: DATA COLLECTION AND THE INTERVENTION PROCESS

April 24, 1967

I thought it might be helpful, at least for me, if I set down some of my thoughts regarding the research endeavors of this project thus far. As we all know by now, the process of gathering and recording the pertinent data is a difficult and time-consuming task. It is evident to all of us that observing the critical happenings which occur within our settings, and the task of reporting them into the permanent file in a manner which will have meaning in the final analysis are two highly critical tasks. We were aware from the beginning that the most difficult task facing us was not the operation of a nursery school program - we have experienced staff members whom we knew could do that effectively. The difficult tasks were (1) in drawing the total families into our sphere of influence, and (2) in keeping track of what we were doing and the effectiveness of our efforts. This latter point has proven the most difficult.

Perhaps now is the time when we should examine closely our efforts to date and evaluate them in terms of their contribution to the ultimate aim of the project. The initial enrollment of families in the project and assignment to the three nursery schools kept a very strict balance between families from the three residential areas. This balance has been maintained with very little attrition. This is fortunate from a research point of view because, if we are to demonstrate a dramatic change in families, it will be necessary for us to have as many of them as possible with us for the entire three year period. The toughest research operation we encountered was the setting up of an efficient system for data reporting which would yield complete and pertinent data and yet would not overtax the time and energy of the staff. As you know we tried a number of approaches to this problem and have settled for the following procedure, at least for now. Project staff members keep daily notes on major interactions with children and family members, and submit weekly reports summarizing the crucial observations made during the week. In addition, periodical assessments are made of each family which summarizes the interactions with the family to date and also projects specific plans for the future. Currently, this procedure seems to be working well. One of the earlier problems with this system was our difficulty in deciding what should be reported and how detailed the reporting should be. This seems to have been overcome by the weekly reports which summarize behavior, and change in behavior, in a better fashion than did the old daily reports. The time consuming process of recording the data continues to cause some concern to all. Maybe it just has to be considered a necessary evil.

The major task which we will continually face in this project is "intervening" in the life styles of our families in an effective manner.

To date we have met with varying success. This is to be expected in the early stages of a three year project. However, it might be well to take a hard look at what seems to be really paying off for us and what may in the long run turn out to be just a "spinning of the wheels" with no evident appreciable gain. We cannot conceive of intervention as being merely the providing of a nursery school where parents may, or may not, meet one another and share experiences. Any nursery school does that. This is what I call fortuitous, or "passive intervention." The mere setting up of a program and "inviting" families is undoubtedly not going to accomplish the goals of the project. Our task is one of "active intervention" with these families. By "active intervention" I mean the deliberate effort to cause all, or at least most all, of our parents to come in contact with one another and to sustain that contact among them. The great difficulty is in sustaining the contact. It is also the only definitive index of the effectiveness of the project. If we cannot set into motion certain behaviors which will persist after the project has concluded, ours will be seen as just a one-shot program that was "good while it lasted" but had no permanent effect in changing the behavior of its participants. This is the major criticism of many programs which have been funded by an outside agency. They are great while the money lasts but when it's gone conditions return to what they were before the programs began. We must be constantly vigilant that our activities do not have a "short-term" stamp on them.

Even now, in the first school year of the project, efforts are being made to obtain some formal structure that will keep the schools in operation after our project has expired. It then becomes incumbent upon us to make certain that the original goals of the project are clearly observable for those who might follow us. It is not enough for them to merely take over the running of a nursery school. They must see that the active intervention aspect of this project is the really crucial one.

Let's take a closer look at how we can actively intervene in the lines of our families and insure that the intervention will be lasting.

1. The first step in the intervention process is making available a location and giving a reason for the families to "get together." This is what I call 'passive intervention' because all organizations or community activities have this quality.

   This we have in the form of a nursery school. We have let each of our families know that they are welcome to come to the school at any time. We have permitted siblings to attend with the enrolled child. We have used mothers in various roles in the schools.

2. The second step is to involve family members by requesting help in certain aspects of the school operation. The sharing of transportation facilities is one example of this. Mothers have been asked to help in various aspects of the floor operations of the nursery school.

3. The third step is to gain the family confidence so that it becomes possible for helpful dialogue to occur between our staff members and family members. This results in opening the door to discussions between teachers and parents regarding child care, health education, and other topics related to the mental health of the entire family. In this type of intervention it is possible to suggest various community agencies which are available to the families and methods that they may use to obtain needed services.

4. The fourth step is to involve the family members in group activities which are related but tangential to the operation of the school. Such activities include the formation of committees for the purpose of issuing a school newsletter, a sewing group, a recipe group, etc. Considering the short amount of time we have been in operation I think we have been quite successful in getting a number of groups of this type under way.

5. The fifth step in our intervention is probably the most difficult of all but, nevertheless, is the most crucial. It involves groups of parents getting together for purposes which are not related to our nursery school operation. Such groups, if they can become self-sustaining without active guidance from our staff, will be proof that the establishment of a nursery school in this community can lead to more long-ranged and sustained activity. Such activity is seen as growth in the mental health of the families involved.

   The underlined phrase in the fifth step is the most critical of all, because if groups exist only because of our active participation, we have no assurance that they will continue to function on their own. The plan of operation, then, appears to be: a) actively intervene in promoting the formation of groups, both of types listed in steps 4 and 5 above, and b) to withdraw from active guidance and/or participation when there appears to be a good likelihood that the groups will be self-sustaining.

   One of the factors that keeps a group together is a continuing interest or problem. Because of this we should try to create groups around activities which have some permanent or semi-permanent interest. One-shot activities, while they may be useful in getting people together, do not insure that any permanency of the group will result. Of course, the highest level of our achievement is attained when our families just get together informally because they are friends and like being together. This is one of the ultimate goals of the project.

Let us consider now the question of HOW we can actively intervene with our families in such a way that will facilitate their lasting interest in one another. One of the greatest assets we have at our disposal is what I like to call "instant creativity." We must be able to instantly capitalize upon situations as they occur and turn them into opportunities for getting two or more families together. This means that by being creative when an opportunity presents itself, we can make a suggestion, drop a hint, give advice, etc. If our aim is always to get the families to do something together without our active participation we can be alert for the moment when we can be most effective in this. On the other hand, we must always try not to involve ourselves in these group activities, if possible. It stands to reason that many, many groups and sub-groups can be going on simultaneously if we ourselves do not have to active members in them. However, by becoming active participants we can only spread ourselves so thin.

Thus, we need to adopt two mottos which say, "Never do ourselves what we can turn over to a group of parents to do," and "Remove ourselves from active participation whenever there is a reasonable certainty that the group will continue without us."

Our general aim, as stated in the project proposal, is to ". . . assess the effects of a cross-cultural nursery school as an instrument for promoting mental health in a community that is being subjected to the stresses of redevelopment."

A word of caution is needed here, lest we become too ambitious. We are involved in only one mode of intervention into this community. Our mode is the nursery school and, as such, it is potentially a very strong focal point for intervention. Our success can only be determined by how effective we are in dealing with the members of the families enrolled. We must put all of our efforts into working with the families we have and in keeping track of how our efforts have carry-over, through our parents, into the wider community.

Appendix IV: PRESCHOOL BEHAVIOR RATING SCALE

This rating instrument contains thirty items covering behaviors commonly occurring in the nursery school. Each item is to be rated on a four point scale. Definitions are provided for the ends points, 1 and 4, for each item. The other ratings, 2 and 3, are for intermediate points. For each item please circle the number which reflects the child's typical behavior at this time.

PRESCHOOL BEHAVIOR RATING SCALE

Name of child ______________________

Age of child ______________________

How long have you known child? ______________

Name of rater ______________________

Name of school ______________________

Date of rating ______________________

ACTIVITY AND EXPRESSION

1. Motor activity

1. Restricted movement; does not attempt climbing and/or other difficult motor activities	1 2 3 4	4. Moves freely and easily through space; engages in vigorous motor activities; attempts difficult physical tasks

2. Use of conceptual language

1. Limited use of conceptual language; speaks primarily in nouns and verbs; relationships	1 2 3 4	4. Makes comparisons, counts, uses concepts of size, shape, number, color (not necessarily accurately)

3. In verbal contacts

1. Limited expression of fantasy, literal use of language, concreteness	1 2 3 4	4. Expresses himself imaginatively (e.g., plays adult and other fantasy roles)

4. Sex differentiation

1. Does not differentiate between sex roles; behaves in many ways typical of opposite sex	1 2 3 4	4. Recognizes proper sex roles

PLAYING WITH OTHER CHILDREN

5. When his play is interfered with by other children he:

1. Gives in or withdraws; seeks help from teacher; runs away	1 2 3 4	4. Sustains his activity in spite of physical aggression; 'agressor' into the activity; verbally dismisses him

6. Aggression in play situations

1. In play activities shows verbal or physical aggression toward other children	1 2 3 4	4. Plays without hurtful aggression with or beside other children

7. Bossiness

1. In play is bossy; coerces others; punishes offenders; tattles to teacher	1 2 3 4	4. Plans with other children in play activities

8. Hoarding materials

1. Accumulates and tries to hold onto things even though he does not use them; hoards	1 2 3 4	4. Shares materials with others if he is not using them

DECISION MAKING

9. When faced with alternatives in an unstructured situation:

1. Wanders aimlessly from one activity to another or does not choose any activity or chooses the familiar	1 2 3 4	4. Makes decisions easily and readily and pursues the chosen activity; chooses unfamiliar activities

10. Leadership in play

1. In activities does not have ideas; lets things happen; fails to anticipate problems and/or consequences; is passive	1 2 3 4	4. Volunteers for a task; shares his plans and possessions; makes suggestions for solving problems or continuing activity; has ideas

11. Direction in activities		
1. Relies on adult direction; models activities in stereotyped fashion	1 2 3 4	4. Extensively self directed; decides for himself what he wants to do and how to do it
SENSE OF SELF		
12. When he completes a task (building a block structure, climbing a jungle gym, etc.)		
1. Has to be told he has done a good job	1 2 3 4	4. Exhibits pride by taking time to observe his accomplishments without seeking approval from others
13. Sense of "me-mine" and "you-yours"		
1. Does not identify own possessions; does not perceive that he has rights	1 2 3 4	4. Differentiates between himself and others by insisting upon own rights; demanding his due time; identifies own possessions
14. Facing temptation		
1. Violates instructions and attempts to conceal actions; protests innocence; denies guilt	1 2 3 4	4. Can control impulses; can admit guilt; can accept limits
NOVEL EXPERIENCES AND MATERIALS		
15. Response in instructured situation		
1. Withdraws from participation, clings to adults, etc.	1 2 3 4	4. Finds something to do
16. Reaction to novel experiences		
1. Sticks with the familiar; refuses to explore when encouraged	1 2 3 4	4. Searches out new materials and novel experiences; is particularly attracted by the new and novel; explores

17. Coping with unexpected situations		
1. Cries, panics, withdraws, becomes immobile	1 2 3 4	4. Explores alternative choices
18. Introduction to new materials or situations		
1. Refuses to explore; submissively explores when teacher requests; depends upon others for ideas of exploration	1 2 3 4	4. Decides whether to participate or not; devises own methods and uses own ideas in exploration
19. Response to unfamiliar materials		
1. Hesitates, refuses contact, waits for teacher and/or others	1 2 3 4	4. Readily explores
20. When he desires to do something very difficult for him he:		
1. Vacillates, then seeks help; gives up	1 2 3 4	4. Takes a chance; insists upon doing it himself; risks failure; continually tries
21. Reactions to situations which call for help		
1. Cries, discontinues activity, gives up	1 2 3 4	4. Seeks help from others when needed
22. Movement from familiar activity to a new activity		
1. Stalls, delays, resists, and refuses	1 2 3 4	4. Moves easily into new activity
REACTIONS TO ADULTS		
23. Response to separation from familiar adults		
1. Cries, panics, continues to sob and grieve, or is unrelated to adults	1 2 3 4	4. Leaves familiar adults without discomfort

24. Dependence on adults		
1. Depends upon adult for directions for carrying out activity	1 2 3 4	4. Proceeds on his own without dependence on adults
25. Responses to strangers		
1. Withdraws, avoid, rejects, refuses to talk	1 2 3 4	4. Moves towards strangers readily or takes them for granted
26. When he doesn't get his own way because of necessary adult control he:		
1. Continues objection by whining, screaming, biting, kicking, sulking, throwing, etc.	1 2 3 4	4. Accepts control with temporary non-physical objections

RESPONSES TO CHANGE AND HURT

27. Responses to change in routine		
1. Goes to pieces, regresses	1 2 3 4	4. Accepts change readily
28. Response to disappointments		
1. Rejects diversions, cries, withdraws, continues to demand	1 2 3 4	4. Recovers by seeking and/or accepting other alternatives
29. Response to hurts		
1. Cries, withdraws, cannot be consoled	1 2 3 4	4. Accepts comfort, and aid, bounces back
30. Response to feelings of others		
1. Does not respond to others' needs or wants; is oblivious to desires or troubles of others	1 2 3 4	4. Expresses concern when others are hurt or need something; attempts to console or help others; is aware and responds to feelings of others

Scoring procedure for the Preschool Behavior Rating Scale.

This rating instrument yields three scale scores; Trust, Initiative, and Autonomy. Each scale score is derived by summing the ratings for the 10 items contained within it. The range of possible scores for each scale is from 10 to 40 points.

The items comprising the three scales are as follows:

TRUST: Items 15, 17, 19, 21, 22, 23, 25, 27, 28, 29

INITIATIVE: Items 1, 2, 3, 4, 7, 10, 11, 13, 16, 30

AUTONOMY: Items 5, 6, 8, 9, 12, 13, 18, 20, 24, 26.

Appendix V: LANGUAGE DESCRIPTION SCALE

1. Voice quality and clarity of speech

The following words are listed as ones that are frequently used to describe voice quality and clarity of speech. Underline the three and only three words that you consider most characteristic of this child's voice quality and clarity of speech.

Quality

- Lilting
- Joyful
- Whining
- Tight
- Strained
- Enthusiastic
- Loud
- Harsh
- Flat
- Weak

Clarity

- Muffled
- Clear
- Baby-talk
- Silent
- Stutters
- Hesitant
- Precise
- Indistinct
- Lucid
- Pathological

2. Verbal expression of feelings

5. Expresses wide range of feelings freely and easily
4. Usually is free in expressing feelings
3. Expresses feelings reluctantly
2. Expresses only negative feelings
1. Expresses little feeling

Give one or two illustrations to validate your judgment.

3. Verbal expression of concepts and abstract thinking

a. Awareness of time

5. Uses accurately future concepts (tomorrow, next week, in a few minutes)
4. Uses future concepts inaccurately
3. Uses past concepts accurately (yesterday, last summer)
2. Uses past concepts inaccurately
1. Uses present concepts only (I do this yesterday)

b. Awareness of space

5. Understands directionality (left and right)
4. Uses space prepositions accurately (up, over, under, on, etc.)

   3. Is learning to use space prepositions
   2. Sees relationship between an object and the space it requires
   1. Seems unaware of how to use himself and his possessions in space

c. Awareness of size and shape (Verbal)

   5. Applies verbally differentiations in size and shape
   4. Distinguishes size and shape accurately (circle, square, big, biggest)
   3. Can discriminate between sizes but not shapes
   2. Does not discriminate size or shape verbally (A ball is round)
   1. Is not aware of size or shape as concepts

d. Awareness of number

   5. Applies verbally number concepts accurately (Here are 5 balls)
   4. Applies verbally number concepts inaccurately
   3. Knows difference between one and more than one
   2. Counts
   1. Seems unaware of number as a concept

e. Awareness of cause and effect

   5. Verbalizes causes for events in a wide variety of contexts including events not experienced -- wind causes leaves to tremble
   4. Verbalizes causes for events in a narrow range of contexts -- light goes out if I turn the switch
   3. Verbalizes causes in specific instances -- blocks fall if I knock them
   2. Verbalizes causes as they affect the individual -- coat means goodbye
   1. Does not verbalize causes and effect relationships

f. Awareness of categories

   5. Verbalizes sub-categories within a category, i.e.:

      (jets   (orange-red
      planes (props   red (pink
      (helicopters   (dark red

   4. Verbalizes wide range of categories including some not experienced directly
   3. Verbalizes only categories experienced first-hand
   2. Verbalizes simple categories in his own life (Mommy)
   1. Has not started to group

4. Receptiveness to Verbal Behavior

   5. Responds with enjoyment in continuity of story, song, or other listening experiences
   4. Responds routinely and for short periods to verbal experiences
   3. Responds to verbal behavior of only teacher and selected children
   2. Responds to verbal behavior of only the teacher
   1. Does not respond to verbal behavior of children or teacher

5. Experimentation with sound
    5. Experimentation indicates creativity and imagination
    4. Experimentation limited to imitation of others
    3. Automatic response to sound cues
    2. Limited experimentation with few sounds
    1. No experimentation or pathological noises

6. Expression of fantasy
    5. Fantasy reveals extensive imagery
    4. Clear distinction between reality and fantasy
    3. Vague distinction between reality and fantasy
    2. Fantasy limited to personal wishes ("I want an ice cream cone")
    1. No evidence of fantasy

7. Favorite topics to talk about
    5. Speculation
    4. Family and things at home
    3. Complaints
    2. Current occupations (toys, games)
    1. None

8. Situations in which child uses verbal skills
    5. Telling stories, elaborating, interpreting
    4. Giving information
    3. Asking questions
    2. Giving short commands
    1. Limited to seeking help

9. Group Discussion Skills
    5. Drawing in other people (leaders)
    4. Taking turns in talking
    3. Sticking to the point
    2. Looking at people as he talks
    1. Not relevant

10. Language as a regulator of behavior
    5. Makes up rules for games (leader)
    4. Gives verbal directions
    3. Uses language to regulate his own behavior
    2. Uses language to protect himself ("Stop that")
    1. Does not use language to affect behavior of others

11. Fluency of language
    5. Elaborates, has continuity of thought, corrects self
    4. Beginning of elaboration and continuity
    3. Uses complete short sentences
    2. Limited to nouns and verbs
    1. Non-verbal

12. Child's response to teacher-initiated experience (such as naming what he sees in pictures, telling about a picture, response to if-then situation, or response to objects like doss, car, toy)

    5. Imaginative completing
    4. Sequential development
    3. More extensive labelling
    2. Limited labelling
    1. No response

Please write one or two paragraphs summarizing the child's language developments.

Appendix VI: DATA COLLECTING

October 12, 1966

As you know, our original plan for data reporting was to have the teachers at each school give daily anecdotal reports on the behavior of each child and parent who was present at school or with whom contact was made. Your zeal in reporting was of such magnitude that we now have more "data" than we can possible assimilate with the present staff and time schedules. Also, because it was a daily reporting, we found that a large part of the report consisted of specific behavioral statements with little or no generalizations being made from them. As a consequence, we were faced with a mass of data from which we had to infer the pattern of behavior or the mode of response. This resulted in an additional burden, since we are not "on location" and our inferences are less valid than yours who are working directly with the children and parents.

Therefore, we are asking that you provide us with weekly summaries for each child and parent enrolled in your school. We suggest that you report on four or five families each day so that we get a report on each family once a week. You should keep notes during your daily encounters so that you have the important "data" at hand when you are making your weekly report. Also, you might find the Stenorette helpful in keeping reminders of important happenings. As a guide in reporting, we have prepared the attached Weekly Report Schedule which provides a suggested sequence of items for use with each family. Please begin each report by giving the child's name and code number, the date, and the name of the reporter(s). If you then proceed down the Reporting Schedule in systematic fashion, commenting on each of the areas, if appropriate, we will have all of the reports from the three schools in the same format. But don't feel that you must comment on every area for every family. Use only those areas where you have pertinent and meaningful data to report. Also, don't feel rigidly bound to this outline. It is only a guide and can be modified freely to meet particular circumstances.

Make the report cover the behavior of the family for the entire week. We will send you a copy of your report as soon as it is transcribed so that you can read what you reported. We hope this will help you in preparing the next weekly report.

WEEKLY REPORT SCHEDULE

A. CHILD

Attendance Pattern - Health - Characteristic Mood

- Behavior in school
  - Play pattern
  - Relationship to other children
  - Relationship to own parent
  - Relationship to teachers
  - Relationship to other adults
  - Materials he interacts with

B. PARENT OR OTHER ADULT

Attendance Pattern - Health - Characteristic Mood

- Delivery and pick-up of child
- Type of participation in nursery school
- Relationship to own child
- Relationship to other children
- Relationship to teachers
- Relationship to other adults
- Materials she interacts with

C. COMMENTS

Things to watch for:

- Hunches
- Predictions
- Plans
- Feelings

Appendix VII: INTAKE INTERVIEW

PART 1 -- CHILD

Mrs. ______________, I would like to ask you some questions about _X_, and you, and the rest of your family, so that we may have the kind of nursery school that will be most helpful to all of the children.

I will be asking you about many things which will help us understand _X_ and your family better, and I hope you'll feel free to answer all you can.

I would like to begin by asking you some questions about the way he has grown.

A. History

Sleep questions covered in Preadmission Health Evaluation

1. Does _X_ sleep alone? If not, with whom?
2. When does he eat? How many times a day? Does he eat between meals? Any special foods he has learned to like recently? Dislike?
3. Does he nurse or have a bottle at night? Any other time?
4. What kind of playthings or toys does _X_ like? How have his likes changed?
5. Just what kind of little ________ is _X_?
6. Where does _X_ play? Inside? Outside? Any place he is not allowed to play? Does he play with children outside the family? Who? Do they live around here? How do you feel about them? Where do they play? Anybody _X_ is not allowed to play with? Why? Who watches him? How far may he go? Is he ever taken to park or playground? By whom?
7. Do you celebrate his birthday? If yes, how? Presents? What?
8. Are there any other special occasions like religious holidays or legal holidays you celebrate? Christmas, July 4th? If so, how?
9. Does _X_ take after you or his father more?
10. Who gets along best with _X_, you or his father, or other children? Who plays with him more?
11. (If mother works) Does babysitter make the decisions about _X_ or do you tell him/her what to do?
12. What else do you think we need to know about _X_? Anything important we have left out?

B. Current Status

1. (if applicable) Do you think he has completely adjusted to the new baby?
2. Does _X_ have any particular habits that worry you? (Probe for thumg-sucking, head knocking, rocking, etc.)
3. Is _X_ fearful or hesitant when in new situations?
4. What does he do when he meets strangers?

C. Medical

I would like to ask you a few questions about your child's health.

Do you have a doctor?

When was _X_'s last physical? (Not the one for NICE)

Has he ever had a severe or unusual illness? If so, what? And when?

PART 2 -- FAMILY

Now, let's talk about you and the rest of the family for a little while. I already have the names and birthdates of your children.

Now I would like to ask:

1. What other adults besides yourself are living in your home? Who are they? Are there grandparents? Other adults? Other children? How many? Age? Sex? Schools attending now? Schools previously attended?
2. Who do you like to have care for your children (if/when you are working)?

Now, I would like to ask some questions about your participation in the life of this area.

NURSERY SCHOOL

1. Have any of your older children gone to nursery school?
   a. Did they enjoy it?
   b. Did you ever visit them there?
2. Do you think _X_ will enjoy the opportunity to go to nursery school?
3. Why are you interested in _X_ going to nursery school?
4. What will you tell _X_ about going to nursery school?
   a. Have you thought about how it will be for him when he goes?

5. How do you think going to nursery school will affect X ?
6. How will it be for you when he goes?
7. What would you tell your child if he were going to public school tomorrow?

SCHOOL

(Skip to Question 11 if there are no older siblings)

1. Do you ever go over to your children's school? How often? For what reasons? How do you feel when you go over there? Welcome?
2. Have any of the teachers ever come to see you? Why? Have they been helpful to you?
3. Do your children like going to school? Why?/Why not?
4. Do your children like to have you go to school? Why?/Why not?
5. Do your children have homework? Who helps them with it? Do teachers ever help your children with their homework? Do you?
6. How well do teachers know your children? Do you feel they are fair with your children?
7. How well do you know the school people? Do they ever ask you for help? What kind?
8. Do you ever have conferences with the teachers? Do you find them helpful? Why?/Why not?
9. Do you belong to the PTA or any parents' groups?
10. Do schools have activities for parents of children? Do you participate in them? As much as you would like?
11. What do you want your children to learn in elementary school? Do you think they are learning it? Why?/Why not?
12. What would you do to improve the school? One thing like most? One thing dislike most?
13. Have you ever attended a School Board Meeting? How frequently? What were they discussing?
14. Have you ever taken any classes for adults? Which ones? How long? Adult schools? Job Corps? MDTA? Community Aides?

CHURCH

1. When it is possible, do you ever go to church? How often? Do you take your children with you? Does the whole family go?
2. Does your church have programs during the week? Do you take part in them? Why not? What are they? Do children go during the week?

3. Did you go to the same church denomination when you were a child?
4. Are you a member of the church?
5. Do you find most of your friends at church?

CLUBS, NEIGHBORS, FRIENDS

1. When you have spare time, what do you do with it?

   Watch TV
   Sew
   Visit
   Read
   Play games

2. Do you ever find time to have a night out? With whom? Same people each time?

   Husband
   Friends
   Children

USE OF COMMUNITY AGENCIES

1. When you need help for your family, either children or adults, do you use any community agencies?

   Public, private: Health Dept., Well Baby Clinic, Family Service Association, Catholic Social Service, YMCA, Library, YWCA, etc.?

   Which ones? How often? When did you start? Who told you about the ones you use?

2. Do you get the help you need? Would you go back? Where do you get the best help? Which ones do you go to regularly?

SOCIO-ECONOMIC STATUS

1. Are you working all or part time outside your home now? What do you do?
2. How long have you lived at this address? When did you move here? From where? Do you like it here in the Western Addition, in San Francisco? Why do you think people move away from the Western Addition? How come some people move and other people stay?
3. Expectations -- At the present time, are you thinking about moving, changing jobs, or going to school?

MEDICAL RECORD OF FAMILY

1. Your general health:
   Does anything trouble you? (teeth, back, etc.) Are you ever sick? Often? How many days at a time? What treatment do you get? From whom? Was _X_ born in a hospital? At home? Who was there with you? How about the births of your other children? Any miscarriages? Have you had any accidents? Surgery?

2. Other adults and children in your house:
   (Ask about each member)
   Does anything trouble _X_? Is he ever sick? Often? How many days at a time? What treatment does he get? From whom? Any accidents? What? Hospitalization? For what? How long?

3. Do you see one person or agency regularly for care?

Now, Mrs. __________, I would like for you to tell me in as much detail as possible about your activities and those of your family yesterday. We have found that we can learn a great deal about what our two-year-olds are like and what they like to do if we follow them closely for one whole day. We know that every child and every household is different. We hope that you will feel free to tell us in your own way about your activities and those of the family as you lived together yesterday.

I know that it is often difficult to recall everything we do. I will attempt to help by asking questions at intervals or from time to time if it becomes a little difficult. We want to get a complete picture of the whole day -- from the time you and _________ get up until bedtime.

This is one of the parts of the interview to be recorded. You may have questions about this section of our interview. I will be glad to answer any that I can.

Did any of my questions surprise you, upset you, or make you feel uncomfortable?

Appendix VIII: PARENT ADAPTABILITY INTERVIEW

February 1966

The purpose of this interview is to obtain a measure of the parent's adaptability, defined as his ability to deal effectively with problematic situations by changing roles, attitudes, and actions in terms of new or modified understandings of the situation with which he is confronted.

Three components of adaptability are specified: empathy, motivation, and flexibility. Interview questions are designed to obtain a range of responses on each component of adaptability. These responses can thus be rated according to the degree to which the parent is empathic, motivated, or flexible.

The interview procedure has both "structured" and "non-structured" features. Because of the wide variety and constantly shifting nature of the child's behavior seen as problematical by the parent, this interview allows the parent to select the specific behaviors which are seen as problem areas for his child.

Below are listed potential problem areas commonly occurring with the preschool child. The interviewer may suggest these areas to the parent for discussion. These areas are to provide focus for the discussion, when needed, and are not intended to be exhaustive.

POTENTIAL PROBLEM AREAS

Eating	spilling, refusing to eat, dawdling, table behavior
Going to bed	refusing
Obeying	minding parents
Playing with others	
Fighting	siblings, others
Sharing toys	borrowing, returning, asking
Caring for property	own, others, marking walls, jumping on furniture
Interrupting	other adults, manners
Playing alone	
Meeting strangers	children, adults
Going to school	
Caring for self	dressing, washing
Thumb sucking	
Stubbornness	
Jealousy	'favorite child,' sharing parents with siblings

After identifying an area for discussion with the parent the interviewer should ask specific questions which solicit responses ratable in terms of flexibility, empathy, or motivation.

The basic forms of these questions are:

Flexibility	What do you do when __________? Do you always handle it that way? What else have you done? How else have you handled this?
Empathy	Why do you think he __________?
Motivation	What have you done to help him with this? What did you do the last time he did this? Is there anything else you can do?

The interviewer should be alert to the quality of the parent's response, making sure that the question has been understood and answered to the best of the parent's ability.

In addition, the interviewer should keep account of the number of Flexibility, Empathy, and Motivation questions answered. There should be at least _6_ areas covered in which questions on all three components have been asked. This is to provide adequate coverage of problem areas. To permit an adequate rating there should be at least _10_ ratable responses for each of the three components -- flexibility, empathy, and motivation.

INTERVIEW TECHNIQUES

1. Initially, interviews should proceed along these lines:

   Interviewer: "I would like to speak with you about the kinds of things your child can do, what kinds of problems he has, and how you go about handling them. What are some of the problems you have with __(name)__?

   If the parent introduces a problem area, follow up with the flexibility, empathy, and motivation questions.

   If the parent does not respond, suggest a broad area from the above list, such as, "How about at meal time? Do you have any problems with this?"

2. Occasionally parents will respond to questions by merely describing the child's behavior. Such responses, while serving to identify problem areas, are not ratable on the adaptability criteria. The interviewer should be alert to such descriptive responses and

repeat the question which solicits a ratable response.

3. A common response of some parents is: "As they grow older, they will change (or grow out of it)." The interviewer, when soliciting Motivation responses, should ask, "How do you think you can help him change in the direction you want him to go?"

4. When asking Empathy questions, the response, "I don't know," is a ratable response. The interviewer should indicate, however, that a more complete response is desired if the parent can provide it.

5. Although there may be siblings and other children whom the parent wishes to discuss the Flexibility, Empathy, and Motivation questions should focus on the parent's interactions with the preschool child. This is to insure comparability of age levels of the target child across all parents. This does not, however, preclude the discussions of other children if they are included in the preschool child's "problem area."

Appendix IX: HOME VISIT RATING SCALE

I.B.M. Mark Sense Card

Cols. 1 - 6 Enter the six digit identification number of the child.

Cols. 7 - 8 Enter the two digit visit number.
Range of numbers: 01 through 28

Cols. 9 - 10 Enter the two digit task number.
Range of numbers: 01 through 28

Col. 11 MEETING APPOINTMENT

1. In home at appointed time
2. Late for first appointment
3. Not home or busy at first appointment, kept second appointment
4. Referred to Head Teacher
5. Missed this week's task

Col. 12 TIME OF APPOINTMENT

1. 9 - 12 noon
2. 12 - 3 p.m.
3. 3 - 6 p.m.
4. 6 - 8 p.m.
5. after 8 p.m.

Col. 13 STATE OF THE HOME

1. Messy, dirty, completely disorganized
2. Clean, but slightly disorganized
3. Neat, clean, and orderly

Col. 14 ADULTS PRESENT

1. Mother only
2. Father only
3. Both parents
4. Other (note on other side)

Col. 15 CHILDREN PRESENT

1. None
2. Original Nursery School child
3. N.S. child and siblings
4. N.S. child, siblings, and other children
5. Other (note on other side)

Col. 16 LENGTH OF VISIT TIME

1. 0 - 10 minutes
2. 11 - 20 minutes
3. 21 - 30 minutes
4. 31 - 40 minutes
5. Beyond 40 minutes

Col. 17 DEGREE OF ADULT ATTENTION

1. Continues previous activity (TV, ironing, phoning)
2. Visitor required to wait until activity is finished
3. Listens passively to directions
4. Gives undivided attention, asks questions

Col. 18 PARENTS' REACTION TO VISIT

1. Antagonistic, hostile
2. Cool, mildly bothered at visit
3. No affect, tolerant
4. Cordial
5. Eagerly welcomed, visit anticipated

Col. 19 PARENT CONTROL OF VISIT

1. Permits visitor to deliver task and give brief directions only
2. Ample time allowed for visit, but seemed to hurry visitor
3. Ample time allowed for visit, no pressure to end visit
4. Visit deliberately prolonged by parent (task related)
5. Visit deliberately prolonged by parent (non-task related)

Col. 20 TASK DIFFICULTY LEVEL (PARENT REPORT)

1. Too difficult, could not do, gave up
2. Difficult, but succeeded after many trials
3. Seemed geared to his level
4. Somewhat easy, lost interest soon
5. Too easy for him

Col. 21 FREQUENCY OF USE

1. First day only
2. Last day only
3. 2 - 3 days
4. 4 - 5 days
5. 6 - 7 days

Col. 22 REASON FOR NOT GIVING TASK EVERY DAY

1. Forgot
2. Too busy
3. Unexpected crises (note on other side)
4. Misplaced or destroyed task
5. Other (note on other side)

Col. 23 USE OF TASK

1. Followed directions only, put away after use, did not extend concept
2. Permitted child to experiment with task
3. Extended concept by relating it to immediate surroundings
4. Extended concept by deliberately setting up parallel situations

Col. 24 PARENT REACTION TO PAST TASK

1. Did not use task with the child
2. Parent disliked task
3. Neither pleased nor displeased with past tasks
4. Somewhat enthusiastic about task
5. Very enthusiastic, made comments (note on other side)

Col. 25 CHILD REACTION TO PAST TASK (PARENT REPORT)

1. Refused it
2. Disliked it, but did it
3. Neither liked nor disliked the task
4. Somewhat liked
5. Liked, wanted to use it continually

Col. 26 CONDITION OF PAST TASK

1. Completely destroyed or lost
2. Partially destroyed, parts missing
3. Defaced (marked, torn, cut, etc.)
4. Items carelessly spread around home
5. Task completely cared for

Col. 27 PARENT RECEPTION OF NEW TASK

1. Dislikes
2. No indication of like or dislike
3. Somewhat enthusiastic
4. Very enthusiastic, looks forward to using it

IDENTIFICATION SYSTEM FOR THE HOME VISITS

After you have made a visit, delivered a task and picked up the old task, please fill out an I.B.M. card as follows:

Cols. 1 - 5: Child I.D. number
Col. 6: Leave blank
Cols. 7 - 8: Insert the number of this week
Cols. 9 - 10: Insert the number of the task the child has just completed

Each week of this project is numbered. Please indicate this number in Columns 7 and 8; it is written on the instruction sheet accompanying the task you are delivering.

The requirements of this project are such that an I.B.M. card must be turned in, indicating the week number, regardless of whether or not a visit was made.

If the family you visit is on vacation or tells you in advance they cannot see you, mark column 11 "5" and write on the back of the card why the visit was missed.

In order for others to use tasks, it is necessary that the picked-up task be turned in as soon as possible. Your prompt attention is appreciated. The cards you have already turned in will be corrected by our office if necessary. Following is a list of all task and their numbers for your use in identifying the tasks.

Home Task Numbers

1. Seashore Noisy Book
2. Jennie's Hat
3. Animal Babies
4. Yellow and red circles
5. Goldilocks
6. Topple Tower
7. Dominoes
8. Mary, Ethel, Doris *
9. Nat, Bill, Sue *
10. Lorraine, Shirley, Jean *
11. What is a Turtle?
12. Where is Everybody?
13. Everybody Has a House
14. Wastebaskets **
15. Bean bags
16. Popcorn ***
17. Pumpkins ***
18. Inch by Inch & rulers
19. Thing stringing ***
20. Sea shells
21. Collage kit ***
22. No Bark Dog
23. Magnet kit
24. Number kit
25. Pick up sticks
26. String Kit ***
27. Seeds ***
28. Walking boards

* Photograph puzzles
** Only scissors are to be returned
*** Nothing to pick up

Appendix X: KINDERGARTEN OBSERVATION SCHEDULE

Observers: ______________________ Date: __________

______________________ Time: __________

1. What kind of things did you observe that an aide would do in this classroom?

2. Were many children left alone without any work to do or any supervision? For how long?

3. How many children in the classroom?

4. How many creative activities were actually going on?

5. Is there any freedom to choose activities and express yourself?

6. Is everything done as a total group?

7. How much time are children given to do certain tasks? Is it the same for all? Do most of the children finish comfortably?

9. How would you describe the teacher:

Warm	Cold
Friendly	Cross, punitive
Enthusiastic	Indifferent
Calm	Harassed
Smiling	Mask-like face
Individual focus	Group focus

10. What tone of voice does teacher use?

11. How do children respond to being in this room?